

A COMPARISON OF THE EFFECTIVENESS OF INDIVIDUALIZED
INSTRUCTION AND TRADITIONAL INSTRUCTION
OF WORD USAGE

A Field Report
Presented to
The School of Graduate Studies
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In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Theresa Bonnelle Shaw
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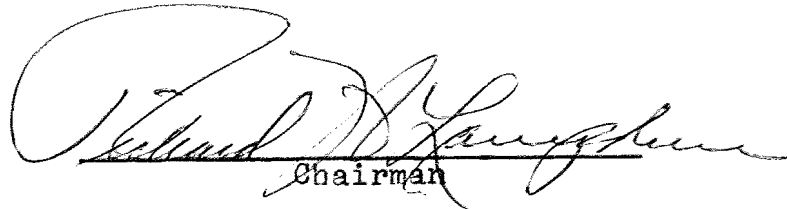
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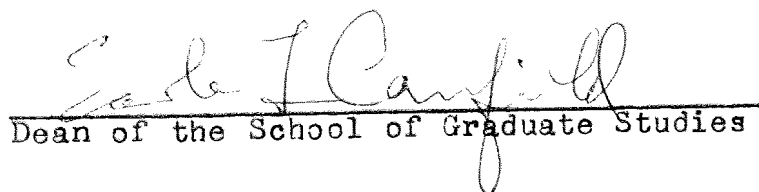
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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

For many years educators have been striving to improve the quality of instruction in the schools. Some claim the traditional method is more effective, while others in recent years have advocated an individualized type of instruction. The contentions for both methods are supported by limited observation and no experimental study has been presented that compares the effectiveness of these methods.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to: (1) develop and evaluate a curriculum guide for word usage that will meet the needs of ten and eleven year old children; and (2) use this guide to compare the effectiveness of traditional instructional materials and individualized instructional materials.

Importance of the study. A language arts curriculum guide, prepared with concern for individual differences of children, would enable a teacher to introduce all pertinent material at various intervals and levels of ability. Most teachers cannot prepare a curriculum for particular achievement or ability levels. Furthermore, it is almost impossible

to secure . . . individualized packages of learning materials covering all areas of language arts.¹ Therefore, this guide will be used to promote the utilization of individualized instruction. Techniques will be employed to test the effectiveness of individualized instruction in word usage as compared with traditional instruction. The Committee for Economic Development, in a July, 1968 publication, urged that whatever else is done to promote full educational opportunity, there must be a maximum effort to achieve more individualization in instruction. Only by this avenue is there hope for success with each individual--with the physically, mentally, or culturally disadvantaged--or with those who are especially gifted, who possess exceptional intellectual or artistic abilities.²

II. DEFINITIONS OF TERMS USED

Individualized instruction. Individualized instruction indicated the process of determining the comprehension and

¹Lucile Lindberg and Mary W. Moffitt, Bulletin on Individualizing Education (Washington, D.C.: Association for Childhood Education International, 1964), pp. 11-14.

²Committee for Economic Development, Innovation in Education: New Directions for the American School (New York: Committee for Economic Development, July, 1968), p. 38.

vocabulary level of the student and proceeding with instruction on his level at a rate which satisfies his unique abilities.

Traditional instruction. Traditional instruction indicated a group lecture-assignment-correcting type of instruction. Some teachers use the lecture or verbal means of introducing and explaining the use of the auxiliaries: is, are, was, were, had, has, and have. An assignment from a text (usually one for the whole class) or a worksheet is given to the class to complete as an evaluation of their understanding of the concept. The class then checks their work as the teacher reads the correct answers, or the teacher checks their work at a later date. Many times an attempt at reteaching and reinforcing the concept may be done without securing real understanding by the child.

Assignment sheet. The term "assignment sheet" indicated a set of individually prescribed tasks through which the student proceeds at his own rate. Each set of tasks included the use of multi-texts and multi-media to cover materials presented. Each assignment sheet stated a particular purpose for the student and these purposes were reviewed in succeeding assignment sheets by the use of different tasks. After each task was completed, the student checked his work

with the answer key. His score was recorded and errors corrected.

Word usage. The term "word usage" as it applied to the curriculum guide, indicated the proper use of singular and plural verbs and other parts of speech. The section of the guide which involves word usage suggests various means of teaching this area in an attempt to aid the student in developing an effective means of verbal communication. Since ten and eleven year old children are very conscious of correct word usage, this age span presents an ideal time for greater emphasis in the area.

III. RESEARCH DESIGN AND METHODOLOGY

General design. A curriculum guide for a unit on word usage was developed with special concern for differences in comprehension and vocabulary level of students who used the guide. The criterion for determining these levels was the Nelson Reading Test.¹ Criteria for selection of materials included in the guide were the reading level of the child and his special interests. The guide included general and specific objectives as well as methods of implementation. An assignment sheet system was outlined and student progress recorded on pre-tests, post-tests, and teacher-made tests.

¹M. J. Nelson, The Nelson Reading Test, Vocabulary and Paragraph Comprehension (revised edition; Chicago: Houghton Mifflin Company, 1964).

The guide was evaluated (1) by an actual review by the National Council of Teachers of English Curriculum Guide Committee, (2) through the use of curriculum requirements of the State Department of Public Instruction, and (3) by academic growth of the students. Growth was measured by the Iowa Tests of Basic Skills.¹ Scores on this test, which followed the period in which individualized instructional materials were used, were compared with scores made by the same group the previous year after traditional instructional methods and materials were used.

The completed guide was used to individually instruct ten and eleven year old students in a departmentalized school system in midwest Iowa for the school year beginning February 1, 1969 to February 1, 1970. The comparison of the effectiveness of individualized instructional methods and materials and traditional instructional methods and materials was made by charting the amount of growth made after nine months of each type of instruction.

Data from all foregoing evaluations is charted, conclusions drawn, and recommendations made concerning revision of the guide.

Population and sample. The population for this study was forty ten and eleven year olds who were involved in

¹E. F. Linn and A. N. Hieronymus, Iowa Tests of Basic Skills, Manual for Administrators, Supervisors, and Counselors (Iowa City, Iowa: Iowa Testing Programs, 1964).

language arts classes in the small midwest communities of Dexter and Redfield, Iowa, who were studying the language arts.

Data and instrumentation. Student vocabulary and comprehension level was determined by the Nelson Reading Test.¹ Buros stated that, "This is not a diagnostic instrument. It is a test with some flaws, but it does seem to be an adequate gross measure of reading achievement."²

Achievement scores on the Iowa Tests of Basic Skills were utilized. The authors of the tests have used principles commonly used in the validation of the test content in preparation of individual items. All courses of study, textbooks, and instructional procedures have been analyzed carefully. The identification and analysis of the skills tested have been based upon extensive research by the authors. The split-halves reliability coefficient for the language arts grade five area was determined to be .96.³

¹Nelson, op. cit.

²Oscar Krisen Buros, The Sixth Mental Measurements Yearbook (Highland Park, New Jersey: The Gryphon Press, 1965), p. 802.

³Linguist and Hieronymus, op. cit., p. 6.

Analysis. The methods and materials used during the period of traditional instruction were analyzed for their strengths and weaknesses. The gains or losses in growth on the Iowa Tests of Basic Skills for this period were compared with gains or losses the following year when individualized instructional procedures and materials were used. Through this comparison the strengths or weaknesses in any given area also were ascertained. An "expected" gain was compared with the actual gain made for the year. These "expected" gains were those that a child would be likely to make under any type of instruction in an acceptable learning environment. For the purpose of this study, the usage area only was used for comparisons.

CHAPTER II

REVIEW OF THE LITERATURE

Individualization is absolutely essential if one is concerned with developing the self-concept of the child. Learning packages or kits of language arts materials prepared in advance of the learning situation serve the undesirable purpose of fitting the student into a paced learning slot. He may cover the material in rote sequence and in a methodical manner, but if it is irrelevant to his individually unique background, he may retain only portions of the information. "One language arts learning package cannot fulfill the needs of all the students in a classroom. Individual differences must be considered."¹

The best curriculum guides are weak in their differentiation of instruction. The problem, described by Muller (page 11, The Uses of English), is one of "providing for different needs of different regions, kinds of schools, kinds of students, and the individual student--the unique individual who is prized in democratic theory." The guides are significantly weak in providing for assessment of ability, interest, goals, and cultural values among students; in

¹Lucile Lindberg and Mary W. Moffitt, "What Is Individualizing Education?", Individualizing Education Bulletin, (1964), 11-14.

suggesting content alternatives to teachers and students based on these differences; in recognizing different learning patterns among students and providing alternative approaches for them; and in recommending ways of evaluating individual student progress. Since the teacher is in the best position to observe the individual needs and interests of her students, ". . . she must be the chief designer of the specific curriculum."¹

A good language arts curriculum should provide experiences for children through which they can develop positive attitudes toward themselves and those around them. The student should become aware of his capabilities, thus providing him a basis for further learning. He should accept the responsibility for learning and have an assurance that he will receive needed help from the teacher to develop skills and enrich the knowledge he already possesses. The general ideas of individual instruction and its grounding in science and philosophy have often been stated in professional literature, but not enough explanation has been given to the ways that these ideas are implemented in the classroom.²

¹Robert S. Fleming, Curriculum for Today's Boys and Girls (Columbus, Ohio: Charles E. Merrill Books, Inc., 1963), p. 27.

²Barbara Bree and Louis Fischer, "Toward Individualized Learning," The Elementary School Journal, (March, 1969), 298-303.

Lindberg and Moffitt stated:

Many of us give lip service to the value and need for individualizing education and practice very little of it. Even while we are speaking about it, we continue to work towards uniformity of a set body of content that all children should learn.

An individualized program calls for more instruction and often more intensive concentration on the part of both the teacher and the learner. In our society we take pride in efficiency, but in an attempt to achieve quality in learning we sometimes resort to an assigning-reciting-correcting process. We forget that the learner takes into himself that which has special meaning for him--a meaning that will not be the same for all children.

Programmed instruction provides pacing as well as self-instruction, but we should ask to what extent, "in an attempt to achieve meaning in learning, a rote learning strategy is adopted," to what extent the interrelationship and logical structure of ideas are maintained? Is the logic of the program the same for each child? Can all children learn most effectively from the same set of programmed items in the same sequence?¹

The extent of rote learning should be limited. Since all children are unique, one set of programmed materials may not serve all the children. Individual differences must be considered. Negative connotation is that individual differences are those unforeseen disasters which thwart real education. Individual differences must be recognized as a means to make the academic system more productive to curiosity,

¹Lindberg and Moffitt, loc. cit.

imagination, and intelligence than it has been in the past.¹

The Yearbook of the National Society for the Study of Education endorsed an article which stated that:

It has become palpably absurd to expect to achieve uniform results from uniform assignments made to a class of widely differing individuals. Throughout the educational world there has therefore awakened a desire to find some way of adapting schools to the differing individuals who attend them.²

J. B. Carroll stated that learning is facilitated by building relationships with similar items evident at the time of presentation. When this idea is applied to teaching the idea of "programming" becomes meaningful and effective.³ However, when programming or pacing is applied to the language skills, students of various reading levels have difficulty understanding the material. When the skills are taught by lecture method it is difficult to determine the amount of actual learning that has taken place. The student participation may be limited and he may retain some information only long enough to pass a test over the material. Some children may be so non-verbal that an adequate check cannot be made as

¹Gaynor Petrequin, Individualizing Learning Through Modular-Flexible Programming (New York: McGraw-Hill Book Company, Inc., 1968), pp. 52-53.

²"Adapting the Schools to Individual Differences," Yearbook of the National Society for the Study of Education (Vol. XXIV, Part II, 1965), p. x.

³J. B. Carroll, "Some Neglected Relationships in Reading and Language Learning," Elementary English, (1966), 577-582.

to their use of the concepts that were learned. If it is true that sequential texts were designed to present instruction to standard graded classrooms, is it possible that these same texts provide only a barrier to the new elementary school? This is not to say that text series are useless, but only that old tools in new situations must be used differently.

Rodney Smith, editor of Elementary English, suggested that a secondary though important role should be given to skills development, and this should be implemented by some type of individualized one-to-one approach, if possible. This can be done by human paper programmed instruction, electronic instruction, or quite possibly all of these could be used in multiple ways in organization of the curriculum.¹

Frank A. Dagne and Donald W. Barnickle, in an article for Instructor, felt that there was a great temptation in the traditional classroom to overuse all-class instruction. In non-graded classes it is likely to be used only for the presentation of material of mutual concern to everyone. Even if the group is together at the beginning or the end of a given period, students often work individually or in small groups in between. Dagne and Barnickle suggested that testing the suitability of large-group instruction should consider these factors:

¹Rodney Smith, A Symposium: Part II (Champaign, Illinois: NCTE, Publishers, February, 1969), pp. 128-129.

1. Is the information being presented relevant to all of the group?
2. Can all children acquire the same information relatively effectively?
3. Is the large group the most efficient method for transmitting the information?
4. Would gains occur if individual or small-group organization were used instead?

Similar evaluations need to be made concerning small-group versus individualized instruction. Two children working together may achieve more than six children working with the teacher.¹ This is not to infer that group instruction cannot be used with individual instruction. Vincent Rogers believed that the collective feelings, beliefs, and attitudes of the members of a group were a significant and potent educational force. He insisted that children needed a variety of approaches to learning. The goals of a good program differ enough so that neither is sufficient in itself. Rogers believed that one should experiment with a number of grouping patterns rather than giving exclusive allegiance to the slogan of individualization.²

Several plans have been formed to consider the child as a unique human being in the learning environment. Helen Parkhurst, explaining the aims of the Dalton Plan, once stated that "it was the purpose of the Plan to substitute freedom of

¹Frank A. Dagne and Donald W. Barnickle, "Differentiated Instruction," The Instructor, (March, 1969), 66.

²Vincent R. Rogers, "Individualization Plus," The Instructor, (January, 1969), 88.

choice and action and cooperation in self-directed activities for the usual arbitrary control of the school."¹ Freedom is evident in large degree under this plan--freedom from the "clock watching," freedom to move about at will, to choose at what, when, and where to work within limits so broad that there is relatively little of the feeling of restraint that usually pervades the school.

John O. Bolvin suggested that when constructing an individualized curriculum guide, carefully defined objectives must be built upon what precedes. These objectives must relate directly to student competencies so that more precise evaluation devices could be produced to measure student achievement. Each of the curricula areas should be divided into levels, units, and objectives, or skills. A level would consist of a set of operational tasks grouped into categories which represent levels of achievement at the end of a sequence of work. Special diagnostic instruments could be developed to measure specific tasks learned.²

If organized and implemented properly, James F. Garvey suggested that independent study would achieve the following purposes:

¹The Classroom Teacher (Chicago: The Classroom Teacher, Inc., 1968), X, 86.

²John O. Bolvin, "Individually Prescribed Instruction," Educational Screen and A.V. Guide (Chicago: H. S. Gillette, Publisher, 1968), XLVII.

1. To provide experiences for observing, measuring, classifying, drawing inferences, and speculating in open laboratory research centers.
2. To improve computational and communicative skills.
3. To acquire information that can be used to solve problems.
4. To stimulate divergent thinking, that thinking which is speculative and goes beyond already existing information.
5. To pursue knowledge¹ in a field that one has a genuine interest.

The National Council of Teachers of English Curriculum Guide Committee recognizes that the choice of content to teach is the single most important decision to be made by curriculum planners. It also realizes that voluminous guides, no matter how well organized or effectively written, may be less likely to be used by teachers than shorter ones.²

Evaluation must be a continuous process in the development of any curriculum guide. Scriven, in "The Philosophy of Science in Educational Research," suggested the use of formative evaluation as a means to improve a curriculum during its development. The deficiencies and strengths of the curriculum

¹James F. Garvey, "Possible Over-Emphasis on Large-Group Instruction," Education (Indianapolis: Bobbs-Merrill Company, February-March, 1969), 213-214.

²Dorothy Davidson, "Trends in Curriculum Guides," Elementary English (Champaign, Illinois: NCTE, November, 1968), 894.

are identified and appropriated adjustments are made. A summative, or final, evaluation is made in order that some type of general conclusion can be made.

All evaluation is relative, to a large degree. Rather than emphasizing the search for one final decision with respect to a curriculum one should concentrate more heavily on a "try-out" type of study where measurement sophistication is less significant.¹

Implementation of a curriculum of this type would promote a feeling of worth and self-respect within the child. Bolvin and Glaser proposed that today's society should be committed to recognize individual performance as opposed to group categorization. Education dedicated to this end cannot only maximize individual competence but also provide every individual with a sense of pride, uniqueness, and a feeling of capability to assist, as a full-fledged member, in the development of society.²

Individualized instructional methods and the materials involved more readily fulfill the criteria of the principles

¹Ralph Tyler, Robert Gagne, and Michael Scriven, "Perspectives of Curriculum Evaluation," AERA Monograph Series on Curriculum Evaluation (Chicago: Rand McNally and Company, 1967), pp. 84-89.

²John O. Bolvin and Robert Glaser, "Developmental Aspects of Individually Prescribed Instruction," Audio-Visual Instruction, (October, 1968), 828-831.

of learning set forth by William B. Ragan.¹ For this reason materials and instructional procedures have been collected, used, and evaluated to facilitate the individual learning processes of the child.

¹William B. Ragan, Modern Elementary Curriculum
(New York: Holt, Rhinehart and Winston, 1960), pp. 328-339.

CHAPTER III

DEVELOPMENT OF THE INDIVIDUALIZED PROGRAM AND USE OF THE WORD USAGE GUIDE

Prior to the introduction of the individualized program, a traditional approach to teaching had been followed. Using Good English,¹ published by Laidlaw, was the basic text used. Supplementary materials were taken from a Follett Basic Learnings Program workbook, Learning Your Language.² Skills were introduced by lecture or verbal explanation to the whole class. Textbook or workbook assignments were given, completed by the student, and checked the following day. Checking was done by exchanging papers among students or by each student checking his own while the answers were read by the teacher.

Audio-visual equipment was quite limited during the period of traditional instruction. A record player, tape recorder, or film projector could be obtained, but its availability was sometimes uncertain. The philosophy behind the instructional methods and materials used at this time may have

¹Harold G. Shane, Mary York, Florence K. Ferris, and Edward E. Keener, Using Good Language (River Forest, Illinois: Laidlaw Brothers Publishing Company, 1961).

²Harold L. Herber, Learning Your Language (Chicago, Illinois: Follett Publishing Company, 1964).

been distinctively characteristic with each teacher, but no written philosophy regarding teaching methods was in evidence.

Individualized instruction was begun on February 1, 1969, in the departmentalized fifth and sixth grades of the Dexfield Community School system. The program was based on the concept that every child needs to realize satisfaction and success in building upon what he already knows. A set of objectives, based upon suggestions made by John O. Bolvin,¹ were outlined to help accomplish this success. Instruction followed the thought processes of generalization, differentiation, specification, and classification as recommended in the Content Strand Publication² of the Iowa Department of Public Instruction. Plans were made with each individual concerning the amount of time spent each day in the areas of basic grammar and usage skills, literature, and oral and written expression. The amount of time was determined by the strengths and weaknesses of the individual and it varied from large group instruction to small group instruction to small group and individual guidance.

¹ John O. Bolvin, "Individually Prescribed Instruction," Educational Screen and A. V. Guide (Chicago: H. C. Gillette, Publisher, 1968), XXXVII.

² English Language Arts Curriculum Series, A Framework for a Strand Curriculum (Des Moines, Iowa: Publications Section, Department of Public Instruction, Grimes State Office Building).

I. MATERIALS AND METHODS USED

Assignment sheets were prepared for six levels of reading vocabulary and paragraph comprehension. The reading levels of each student were determined by the Nelson Reading Test¹ which was administered at the beginning of the school year. The student's score on this test determined his placement in the individualized program. These scores are charted in Appendix A.

Students with a percentile rank of 65 or above on combined vocabulary and comprehension scores used assignment sheet, "CF," which contained materials of a high reading difficulty rate. Those with a percentile rank of 44 to 65 were given assignment sheet, "BF," which contained materials of medium difficulty. Those ranking 44 or below were given assignment sheet, "AF," which contained easy-to-read materials. Examples of these assignment sheets for word usage for the levels mentioned are found on pages 59-79 of the guide at the end of this chapter. Each child kept his assignment sheet and his completed work in a folder which was available to him at any time from a file in the language arts room. Forty-five minutes a day were spent in each academic area. As each child entered the language arts

¹Nelson, op. cit.

room, he took his folder from the file, selected a task from his individually prescribed assignment sheet, and chose the media with which to accomplish the task. At the end of each class period he recorded the date and page on which he was working on a special recording sheet which remained in his folder. This helped the student know exactly where to begin the next day. Since each assignment sheet was prepared for the reading and comprehension level of each child, it contained a variety of especially prescribed tasks, whereby the child used tapes, records, filmstrips, and textbooks to accomplish the prestated goal that was written on each assignment sheet. When the child completed his assignment sheet all material was checked, corrected by the student, and any necessary explanation made by the teacher. The student then took a post-test over the material just covered. If his score was 90 per cent or above, he proceeded to the next study area. If he received a score of 89 per cent or below, he was given supplementary work in that area just completed in his assignment sheet.

A skills file had been prepared for the individualized program and contained various practice sheets to aid in strengthening and reinforcing specific areas. This file, as well as other supplementary materials was used if a child failed to score 90 per cent on a post-test. Development of the skills file is discussed on page 50.

A multi-text system was used. All material in the usage area could be geared to the child's reading and comprehension level. The specific resource material (text or media) used was determined by pre-testing the child to ascertain the amount of knowledge he already possesses in the area. The children did not mind using a third grade text in fifth grade because, as one boy stated, "I can read this!" He was realizing a degree of success in accomplishing his prescribed tasks. A list of the multi-texts used in the program is found on page 55 of the guide.

II. GROUP STUDIED AND CONTENT USED

The group of children involved in this study worked in the individualized program the last semester of their fifth grade year and the first semester of their sixth grade year. The group ranged in age from ten to eleven years. Their home environment was such that word usage is generally not of an acceptable quality as related to textbook standards and achievement test requirements. Communication does not seem to be hindered among the children or their families. However, projecting into the future, it is assumed that some children would not have the quality of usage needed to move into a much different environment or, as they grow older, into occupations that require effective speaking. Some children use acceptable grammar, therefore, a need to individualize instruction was evident.

The individualized program followed a curriculum resource guide for content areas prepared by this investigator. A format describing objectives and procedures was included in the section of the guide involving word usage and is found on page 81.

The areas of content that were included in the guide for individualized study were chosen from those recommended in the Content Strand, Charts I and II, published by the Iowa Department of Public Instruction, Division of Curriculum, 1968.¹ Criteria for the selection of those materials not included in the Content Strand Charts, such as library science, dramatization, and spelling, were the special needs of the children in this system. No spelling books were used because, "a rigid order of presentation of words is not recommended, therefore, a mandated spelling list such as is found in a spelling workbook or text does not prove effective in this area."² Correct spelling received consideration at all times throughout all study area. Words were taken from those misspelled in the students' daily work. These were placed on blank E. D. L. Flash-X³ wheels and reviewed until they could

¹Iowa Department of Public Instruction, op. cit.

²Robert S. Fleming, Curriculum for Today's Boys and Girls (Columbus, Ohio: Charles E. Merrill Books, Inc., 1963).

³Educational Development Laboratories, Inc., Division of McGraw-Hill, Huntington, New York.

be correctly spelled. Individual assignment sheets asked that these spelling words be used in sentences, stories, or plays to reinforce meaning as well as spelling.

Reading was not treated as a specific study area in the content of this guide because it was taught in the school system as a separate area under another teacher. Literature was given some consideration throughout the assignment sheets. Penmanship, like spelling, was given special attention in all material every day. Individual instruction was given whenever needed and supplementary tasks reinforced this instruction.

III. CRITERIA FOR MATERIAL SELECTION

Criteria for the selection of specific study topics in the usage area were the specific needs of the students. Materials of varying reading levels were necessary to meet student capabilities. The texts, Our Language Today¹ and Keys to Good Language² met these levels of student vocabulary and comprehension. These texts were used as a basis for study and supplementary texts were also chosen for use in the individualized program. A list of texts is found on page 55 of the guide.

¹David Conlin, Fillmer, Lefcourt, and Thompson, Our Language Today Series (American Book Company, 1967).

²Elizabeth Price Culp, Keys to Good Language Series (Economy Book Company, 1965).

Keys to Good Language¹ and Our English Language² are considered traditional texts and offer good materials for reteaching and reinforcing concepts. Our Language Today³ and Roberts English Series⁴ are structural in design and content and provide various broad experiences in language arts learning for the average and advanced student.

Relevant media were used to introduce, reinforce, and reteach various concepts. Criteria for their selection were again, the specific needs of the student with regard for their strengths and weaknesses in the different area and their unique reading abilities. The media used are listed on pages 50-58 of the resource guide.

IV. EVALUATION OF PROGRAM CONTENT

An evaluation of the total program was made by comparing fourth, fifth, and sixth grade Iowa Tests of Basic Skills⁵

¹Ibid.

²Matilda Bailey, Marcillene Barnes, and Edna M. Horrocks, Our English Language (American Book Company, 1963).

³Conlin, op. cit.

⁴Paul Roberts, Roberts English Series (Harcourt, Brace, and World, Inc., 1966).

⁵Linguist and Hieronymus, op. cit.

scores. All usage scores are charted on Table II, page 94. Teacher-made tests given every six weeks over all material covered by each student also determined each child's individual growth. Evaluation sessions were held with the whole group and with individuals each week.

The curriculum resource guide for individualized instruction of word usage was evaluated by the National Council of Teachers of English Curriculum Guide Committee. The committee indicated that the guide does confront the teachers with the fact that language is not a subject but a communicative process central to all human life and learning--that the isolation of "English" from other "Subjects" is unnatural and unhealthy. The committee commended the guide for articulating the view that the development toward self, toward social literacy, and toward living both humanly and responsibly is best accomplished through the participation of students in relevant inquiries. Also, they felt that it was so designed that processes of language development and concept development take precedence over arbitrary grade level expectancies or requirements. Concerning the objectives of the guide, the committee was pleased that the guide recognized that cognitive and affective objectives are inseparable in actual experience, and also that it regards basic texts or anthologies as resources rather than as courses of study.

The evidence of the use of a large variety of specific materials and school services such as library, audio-visual materials, and guidance techniques, was also commended.

The NCTE Curriculum Guide Committee felt that the philosophy of the guide was evident throughout the presentation, but that it was not clearly stated. They felt that the objectives of the teacher were not clearly set aside from those of the students. The organization of the guide fell short in the fact that it does not provide useful background material for the teacher and it also does not suggest a variety of classroom organizations in order to accommodate various kinds of learning activities. The evaluating committee suggests that the material to be accomplished by the student has been teacher-planned, thus not allowing the student a part in the planning or the generation of the learning activity. The complete evaluation by the NCTE committee is found in Appendix B.

V. PROCEDURES IN DEVELOPING THE GUIDE

On the theory that each child is unique and that every classroom may contain slow, average, and advanced students in respect to learning ability, a resource guide was developed to facilitate the learning process of all students in fifth and sixth grades.

Robert S. Fleming suggested that the first step toward individualization is the improvement of, or development of, effective, worthwhile independent activities.¹ The use of the curriculum resource guide and a variety of audio-visual equipment, texts, and other resource books and materials provided a means to accomplish this step toward individualization of "grades five and six." The following media were important to the classroom in the attempt to individualize instruction: a tape recorder, record player, filmstrip projector, overhead projector, and several sets of head phones. Access to a film projector was also necessary. Materials involved in the program included tapes, records, filmstrips, overhead transparencies, and various language arts texts on at least five reading levels.

Before the guide was prepared, a set of objectives was developed based upon the seven principles of learning suggested by William B. Ragan in Modern Elementary Curriculum.² These objectives are as follows:

1. Develop the potential of each child.
2. Provide a variety of experiences in the basic skills.
3. Teach each child the value of sharing ideas, and provide experiences to enable the child to be comfortable during social interactions.

¹Fleming, op. cit.

²Ragan, op. cit.

4. Enable each child to appreciate the need for learning and formal education.
5. Provide experiences to cause individuals to develop responsibility so that these children may mature to become independent of close supervision.
6. Develop a good self-concept in each pupil to cause him to be aware of his personal worth.
7. Provide experiences that will cause children to be able to adjust to change.
8. Schedule activities that cause students to become creative.
9. Develop the inquiry approach to learning to cause children to discover answers by an investigative procedure.

Objectives were developed by the fifth grade group through discussions concerning goals and needs of each individual and the group as a whole. These objectives were formed before individualization of instruction was begun and are as follows:

1. Develop language powers to the extent permitted by the child's ability. This will depend upon his emotional security as well as intellectual capacity.
2. Help the child to understand himself as an individual and as a member of a group within a specific culture.
3. Develop the child's ability to employ listening, speaking, and writing, in the solution of problems confronting him as an individual and as a member of a group.

4. Improve the child's ability to secure personal satisfaction through competent use of language in discovering and sharing ideas.
5. Develop within the child sufficient skill in language usage to make his meaning clear to those with whom he wishes to communicate.

Individualized instruction necessitated planning learning activities that were meaningful to each child. One method of presenting materials cannot be used for the entire class and be classified as individualized instruction. For this reason, only general aspects of methodology are included here. It is assumed that many different methods will be used by the knowledgeable teacher according to the needs of each child.

The skill items for the curriculum resource guide were taken from those included in Our Language Today Series¹ published by Harcourt, Brace, and World. All material was selected for various reading levels. This enabled the poor reader to receive instruction of the same concepts as the more advanced reader but on his level. The areas of study are as follows:

- I. Library
- II. Composition and Proofreading
- III. Oral Reporting

¹Conlin, Fillmer, Lefcourt, and Thompson, op. cit.

- IV. Sentences
- V. Capitalization
- VI. Punctuation
- VII. Word Study
- VIII. Usage
- IX. Parts of Speech
- X. Courtesy
- XI. Literature
- XII. Dramatization
- XIII. Spelling*¹

All areas overlap throughout the program. No area was taught in isolation, although each assignment sheet does have a special purpose. No spelling workbooks were used. Words were taken from each child's daily work and the study of these was supplemented with the EDL Flash-X individual tachistoscope use.

¹*Spelling was given consideration throughout the program.

LANGUAGE ARTS CURRICULUM RESOURCE GUIDE
FOR THE INDIVIDUALIZED INSTRUCTION OF
TEN AND ELEVEN YEAR OLDS

INTRODUCTION

This guide was prepared for use in a departmentalized system to instruct ten and eleven year olds in the language skills.

On the first or second day of the school term, the children are to be given a test to determine their vocabulary and comprehension level. The Nelson Reading Test for Vocabulary and Comprehension is suggested. Assignment sheets are then prepared for the various levels of reading using the resource section of this guide. The levels are lettered AE, BE, CE, AF, BF, and CF progressing in this order in reading difficulty of the resources used. Assignment sheets are flexible in construction to allow for the interests of the child. Assignments can be added or omitted. Each assignment sheet states its purpose and uses a variety of learning experiences to accomplish this purpose.

After each student's reading level is determined, he is to be given a pre-test, to determine his knowledge of the skills to be introduced in the first set of assignment sheets. If he scores 90 per cent or above, omit the first set of assignments and proceed to the next area pre-test. If the student scores below 90 per cent on the first pre-test, give him the assignment sheet for that area of study according to his reading level. He may complete the set of tasks on the

sheet in any order he wishes. However, remind him that saving all of the "paper work" and textbook assignments until last may get boring. Advise him to intersperse the various media tasks with those that require writing and recording. At the end of each daily forty-five minute class period the student records the page or media on which he was working. A sample recording sheet is found on page 80.

As the student completes each task on his assignment sheet, he corrects his own work with the teacher's manual or with answer keys that are provided. Advise him that cheating in any way only hampers his understanding and slows his progress. He writes his score for each assignment on the top of the first page of that assignment. If at any time he does not understand a concept, he is to be urged to ask help of the teacher or a fellow classmate. When all the tasks on the assignment sheet are completed, the student is to request a post-test. If he scores 90 per cent or above, he is to proceed to the next area of study pre-test. A score of 89 per cent or below indicates a need for reteaching by supplementary materials. All pre-tests and post-tests are teacher-made.

An especially prepared file containing teacher-selected and teacher-made worksheets on various language skill concepts serves to reteach and reinforce. Each group of concept sheets, that is, synonyms, nouns, capital letters, et cetera, is placed in a folder with the topic written on the tab. This

skills file is used by teacher and student in a one-to-one situation.

Together, the student and teacher may view filmstrips or other pertinent materials that aid in clarifying ideas. When the student and teacher feel that the concepts in question are fully understood, the student takes a second teacher-prepared post-test on the material. This test is different from the first but contains the same concepts to be learned. The student proceeds to the next area of study after successfully completing the post-test.

Pages 59-79 of the guide include assignment sheets for the area of word study and usage. Materials from the resource section of the guide were used to prepare these assignment sheets.

Although the individualized program does include group activities and opportunities for group interaction, it was planned largely to meet the needs of the individual. For this reason, a detailed methodology for forty different individuals cannot be outlined. The knowledgeable teacher will use those methods of instruction and corresponding resources that are deemed necessary for the particular child in relationship to what he already knows about the matter in question. The child's particular difficulty, his social and emotional state at the time, and his total attitude toward himself and others should be considered.

The following pages outline the total course of study for the language skills area with the exception of reading. Resource materials are given for each area. This outline served as a guide from which students' assignment sheets were planned. Selection from each suggested source was made with particular regard for the reading level of the child and his knowledge in the area involved. The number at the right indicates the page of the resource guide (pages 50-58 of this guide) where the materials may be found.

VI. LANGUAGE ARTS CURRICULUM RESOURCE GUIDE

	Page
I. Library Science	
A. Dictionary study	
1. Duplicated sheets for library concepts from "Using the Library," pp. 22 and 23	50
2. Skills file sheets for reinforcement as designated by the specific needs of the child for which the assignment sheet was prepared	50
3. Filmstrips, "The Dictionary--Part I and II"	58
4. Films, (To be shown to whole group or small groups)	
"We Discover the Dictionary"	54
"Look It Up Dictionary Habits"	52
B. Reference materials other than the dictionary	
1. Transparencies, "Library Science-The Dewey Decimal System"	51
2. Duplicating sheets from "Using the Library" selected as to need of child and his reading level	50
3. Filmstrip, "The Dictionary and Other Reference Books"	57

4. Films, "Discovering the Library" . . .	51
"Library Organization" . . .	51
"Know Your Library" . . .	52
"You'll Find It in the Library" .	52

II. Composition and Proofreading

A. Actual writing and evaluation of letters	
1. (Selection of the following textbook assignments made according to reading ability and prevailing knowledge about composition and proofreading.)	
<u>Our Language Today</u>	55
Pp. 89-90, Book 3;	
pp. 89-94, Book 4;	
pp. 40-46, Book 5;	
pp. 71-72, Book 6;	
pp. 366-369, Book 7.	
<u>Keys to Good Language</u>	55
Pp. 76-82, Book 3;	
pp. 94-96, Book 4;	
pp. 79-83, Book 5;	
pp. 90-91, Book 6;	
pp. 137-155, Book 7	
B. Reports	
1. Actual writing and proofreading	
<u>Our Language Today</u>	55
Pp. 183-190, Book 3	
Pp. 229 and 230,	
Book 4; pp. 241-256,	
Book 5; pp. 245-261,	
Book 6; pp. 271-289,	
Book 7.	
<u>Keys to Good Language</u>	55
Pp. 19 and 20, Book 3;	
pp. 77 and 78, Book 4;	
pp. 111 and 135,	
Book 5; pp. 32 and 107,	
Book 6; pp. 23, 43,	
110, Book 7.	
<u>Our English Language</u>	55
Pp. 60-64, Book 5;	
pp. 160-166, Book 6.	
2. Film, "Writing a Report"	53
3. Filmstrips, "Building Reports,"	
"Digging for Facts,"	
"Using Reports," and	
"Finishing Reports"	57

C. Stories

1. Actual writing and evaluating
Our Language Today 55
 Pp. 34, 42, 160, 167,
 219, and 251, Book 3;
 Pp. 38, 39, 91, and
 174, Book 4; pp. 34
 and 114, Book 5; pp. 76
 and 77, Book 6; pp. 151
 and 152, Book 7.
- Roberts English Series 55
 P. 51, Book 3; p. 76,
 Book 4; p. 257, Book 5;
 p. 32, Book 6.
2. Tape record stories. Listen to and eval-
 uate them with the group.
3. Films, "Writing Through the Ages" 53
 "Let's Write a Story" 52
4. Imagine and Write 55
 Use according to the child's needs and
 writing interests.

D. Proofreading and editing

1. Our Language Today 55
 Pp. 9-10, 90, 99, 198,
 222 and 246, Book 3
 Pp. 18, 45, 151, 178,
 258, 283, Book 4
 Pp. 141, 204, 170, 268,
 Book 6.

E. Critical Thinking and Writing

1. Our Language Today 55
 Pp. 193-194, 199-200,
 238, Book 6.

III. Oral Reporting

A. Actual oral reporting and evaluating

1. Our Language Today 55
 P. 186, Book 3;
 p. 230, Book 4;
 p. 256, Book 5;
 p. 264, Book 6;
 pp. 372-376, Book 7.

B. Speaking--Articulation and Enunciation	
1. Evaluate oral reports, stories, and conversations.	
2. Tape record and let group constructively criticize.	
3. Organize a speaking choir	
<u>Our Language Today</u>	55
Pp. 32, 146-147, 229,	
Book 3; p. 281, Book 4;	
pp. 16, 181-183,	
Book 6.	
C. Listening	
1. Use constant training for awareness	
2. Listen to tapes, check for facts heard and opinions or assumptions.	
3. Film, "Listening Skills, An Introduction"	52
4. Play listening games	
<u>Listening Games</u> by Wagner-Hosier-	
Blackman	51
IV. Sentences	
A. Simple sentences	
1. Transparencies, "Building Sentences"	51
2. Actual writing and evaluating	
a. <u>Our Language Today</u>	55
Pp. 241, 248, 250	
and 278, Book 3;	
pp. 10-12, 260,	
307-308, Book 4;	
pp. 8, 141, 202,	
352-353, Book 5;	
pp. 133, 144-145,	
325-353, Book 6.	
pp. 37-38, 68, 312-	
315, Book 7.	
b. <u>Keys to Good Language</u>	55
Pp. 6, 7, 22, 49,	
122, Book 3;	
pp. 10, 47, 118,	
Book 4; pp. 8, 20,	
46, 116, Book 5;	
pp. 8, 31, 115,	
Book 6; pp. 9, 19,	
151, Book 7.	

3. Filmstrips used in groups or according to specific needs of each child
 - "What Is a Sentence?" 57
 - "Classification of Sentences" 57
 - "Problems of Sentence Construction" 58
 - "Subjects and Predicates" 58
4. Records, "Billy Builds a Sentence" 55
 - "Billy and the Lonely Word" 55

B. Sentence Patterns

1. Transparencies made by teacher showing N-V, N-V-N, etc.
2. Suggested text references:
 - Our Language Today 55
 - Pp. 236, 238, 249,
 - Book 3; pp. 8-10, 244-
 - 246, 306-307, Book 4;
 - pp. 129, 183, 352, 360,
 - Book 5; pp. 46-47, 216,
 - 297, 324, Book 6; pp.
 - 57-67, 315-317, Book 7.

V. Capitalization

A. Actual writing and proofreading

1. Our Language Today 55
 - Pp. 7-9, 83-84, 88, 94,
 - 156, 228, 278, Book 3;
 - pp. 89-91, 96, 103-104,
 - 293, 295, 284, 289,
 - Book 4; pp. 43, 46, 49,
 - 53, 122, 145, 201, 333-
 - 334, Book 5; pp. 71-72,
 - 82, 106, 123, 232, 263,
 - 334, Book 6; pp. 83-85,
 - 168-170, 261-262, 352-
 - 353, Book 7.
2. Keys to Good Language 55
 - Pp. 7, 11, 18, 24, 76,
 - 98, 121, 124, Book 3;
 - pp. 8, 11-12, 29, 81,
 - 97, 121, Book 4; pp. 6,
 - 30, 40, 47, 98, 118,
 - 124, Book 5; pp. 14, 26,
 - 34, 89, 122, 124, Book
 - 6; pp. 20, 27, 37, 62,
 - 100, 114, 135, 152,
 - Book 7.

B. Transparencies, "Capitalization"	51
C. Skills file sheets selected according to child's needs	50
D. Filmstrip, "Capitalization"	57

VI. Punctuation

A. In all written work	
1. Constant proofreading and correction by student	
2. Supplementary work from skills file as needed according to specific needs of the student	
3. <u>Our Language Today</u>	55
Pp. 60-63, 85-86, 127, 151, 278, Book 3; pp. 28-30, 50, 89-90, 152, 169-170, 303, 306, Book 4; pp. 48- 49, 54, 176, 262, 347, 348-349, 351, Book 5; pp. 104-105, 126, 232, 262, 348-349, Book 6; pp. 117-120, 126-128, 275, 361, 357-358, Book 7.	
4. <u>Keys to Good Language</u>	55
Pp. 4, 6, 9, 38, 76, 109, 122, Book 3; pp. 11, 28, 34, 94-95, 121, 124, Book 4; pp. 6, 18, 30, 47, 84, 118, 124, Book 5; pp. 15-18, 27, 50, 89, 92, 122, 124, Book 6; pp. 7, 17, 20, 23, 37, 62, 114, 135, 152, Book 7.	
B. General uses	
1. Transparencies, "Elementary Punctuation, Part I"	51
"Elementary Punctuation, Part II".	51
"Advanced Punctuation"	51

2. Filmstrips, "Using Punctuation Marks"
 - "Writing Conversation" 57
 - "Colon and Semicolon" 57
 - "Parenthesis and Dash" 57
 - "Italics and Hyphen" 57
 - "Apostrophe and Quotations" 57
 - "End Punctuation" 57

Use of filmstrips is selected for individual or group viewing according to specific needs of the child.
3. Films, "Why Punctuate?" 52
 - "Punctuation-Mark Your Meaning" 54
 - "Watch That Quotation" 54

View in small groups or as individual needs suggest.

VII. Word Study

A. General study

1. Filmstrips, "Name the Right Word" 56
 - "Words That Rhyme" 56
 - "Find Another Word" 57
 - "Seeing Words Clearly" 57
 - "Synonyms" 56
 - "Homonyms" 57
 - "Prefixes and Suffixes" 57
 - "Singular and Plural" 57
 - "Hearing Sounds in Words" 57
 - "Letters Which Work Together" 57
 - "Consonant Sounds" 57
 - "Tricky Consonant Sounds" 57
 - "Studying Long Words" 57
 - "Long Vowel Sounds" 57

Filmstrips are used individually or in small groups as the need demands.
2. Skills file sheets used as supplementary work and according to the needs of the student.
3. Films, "Do Words Ever Fool You?" 54
 - "Spelling Is Easy" 54
 - "Who Makes Words?" 54

Viewed by the entire group or by individuals according to their needs.

VIII. Usage

A. Agreement of subject and verb

1. <u>Our Language Today</u>	55
Pp. 110-112, 116, 128, 251, Book 3; pp. 17, 18, 114, 312, Book 4; pp. 74-75, 177, 183, 193, 234, 295, Book 5; pp. 159- 160, 162, 164, 174, 267, 360, Book 6; pp. 173- 175, 227-228, 341-342, Book 7.	
2. <u>Keys to Good Language</u>	55
Pp. 26, 29, 44, 120, 125, Book 3; pp. 14-18, 30, 43, 89, 119, 125, Book 4; pp. 23, 34, 48, 122, 125, Book 5; pp. 38- 39, 48-49, 51, 110, 118, 124, Book 6; pp. 28, 30, 34, 65, 130, 143, 144, Book 7.	
3. Skills file sheets selected accord- ing to needs of child	50
4. Transparencies, "Nouns and Verbs"	51
"Possessives"	51
5. Filmstrips, "The Name Calling Mr. Noun"	56
"Words That Show Action"	57
"Problems of Agree- ment"	58
6. Film, "Verbs-Recognizing and Using Them"	53
(Viewed as a group or indi- vidually.)	

IX. Parts of Speech

A. Nouns

1. Our Language Today 55
 Pp. 53-54, 76, 124-125, 155, 227,
 249, Book 3; pp. 60-62, 80, 108,
 152, 291, 300-301; Book 4; pp. 61,
 64, 80, 82, 122, 322, 342,
 Book 5; pp. 97, 102-103, 108, 342-
 343, Book 6; pp. 37, 49, 60, 172,
 175, 187, 320, Book 7.
2. Keys to Good Language 55
 Pp. 9-11, 21, 46, 49, 119, 124,
 Book 5; pp. 11, 18, 47, 109, 117,
 124, Book 6; pp. 8-11, 28, 30,
 101, 118, 138, Book 7.
3. Skills file sheets selected according to
 specific needs of student concerning
 nouns 50
4. Transparencies, "Nouns and Verbs" 51
 "Sentence Building" 51
5. Filmstrips, "Words That Name Things" 57
 "The Name Calling Mr. Noun" 56
 "The Singular and Plural Mr.
 Noun" 56
 "The Possessive Mr. Noun" 56
6. Film, "Parts of Speech" 54

B. Pronouns

1. Our Language Today 55
 Pp. 67-69, 75-77, 236-237, 283,
 Book 3; pp. 71, 254-255, 262,
 289, 302, Book 4; pp. 182, 187,
 198, 200, 274, 344, Book 5; pp.
 110-111, 125, 146, 284, 294,
 Book 6; pp. 225-226, 341, Book 7.
2. Keys to Good Language 55
 Pp. 13, 15, 18, 21, 49, 92, 119,
 121, 124, Book 5; pp. 20-22, 34,
 47, 109, 117, 124, Book 6; pp.
 33-34, 36, 119, 122, 145, Book 7.
3. Skills file sheets selected according to
 specific needs of the student concerning
 pronouns 50
4. Filmstrips, "Mr. Pronoun-Substitute for
 Mr. Noun" 56
 "A Second Visit to Mr.
 Pronoun" 56

C. Verbs and Verb Phrases

1. Our Language Today 55
 Pp. 108-109, 114, 125, 155, 247,
 Book 3; pp. 111-113, 128, 131, 184,
 285, 314, Book 4; pp. 6-7, 21, 54,
 82, 122, 174, 201, 360, Book 5; pp.
 33-36, 54, 150-155, 171, 173, 238,
 Book 6; pp. 320, 330-331, 339-141,
 Book 7.
2. Keys to Good Language 55
 Pp. 30-31, 41, 45, 53, Book 3; pp.
 30, 43, 45, 88, 99, 114, 119, 125,
 Book 4; pp. 22, 46, 49, 124, Book
 5; pp. 36, 40-42, 48, 124, Book 6;
 pp. 46, 57, 105, 143-144, 147,
 Book 7.
3. Our English Language 55
 Pp. 20-21, 84, 107, 274, Book 5;
 pp. 55, 57, 88, 119, 253, 298,
 Book 6.
4. Skills file sheets according to specific
 needs of the student concerning verbs and
 verb phrases 50
5. Filmstrips, "Mr. Verb--Man of Action" 56
 "Words That Show Action" 57
6. Transparencies, "Nouns and Verbs" 51
 "Sentence Building" 51
7. Films, "Sentences, Subjects and Predi-
 cates" 52
 "Verbs--Recognizing and Using
 Them" 53

D. Adjectives

1. Our Language Today 55
 Pp. 70, 129, 162, 218, Book 3;
 pp. 73, 81, 108, 183, 291, Book 4;
 pp. 126, 130, 146, 234, 323, 330,
 335, Book 5; pp. 215-219, 220-221,
 234, 236, 329, Book 6; pp. 184-
 189, 193, 225, 340-341, Book 7.
2. Keys to Good Language 55
 Pp. 93, 99, 108, 124, Book 5;
 pp. 77-79, 86, 92, 106, 11, 113,
 120, 126, Book 6; pp. 98-100, 102,
 106, 111, 126; Book 7.

3.	<u>Our English Language</u>	55
	Pp. 171, 173, 199, 304, 231, 280, Book 5; pp. 91, 97, 126, 248, 306, Book 6.	
4.	Skills file sheets according to the needs of each student concerning adjectives	50
5.	Filmstrips, "Mr. Adjective--Helper to Mr. Noun".	56
	"Words That Describe Things"	57
6.	Transparencies, "Adjectives and Adverbs"	51

X. Courtesy, Patriotism, and Responsibility

A. Classroom and lunchroom

1. Group discussions
2. Brainstorming
3. Ask "open end" questions
4. Film, "Everyday Courtesy" 53
5. Record, "American Patriotism in Poems
and Prose". 56

B. Home

1. Films, "Are Manners Important?" 53
- "How We Cooperate" 53
- "Developing Responsibility" 53
- "Respect for Property" 53

These films may be assigned individually
or be viewed as a group.

C. Telephone

1. Bell Telephone Company will install tele-
phones for actual student-to-student con-
versation. Word usage and telephone
manners can be monitored and construc-
tively criticized.

D. Introductions

1. Actual student participation in mock
situations.
2. Tape record introductions and evaluate
as a group or on a teacher-student
basis.

XI. Literature

A. Meaning of Literature

1. Whole group discussion and brainstorming.
2. Small group discussions and sharing by whole group of resulting conclusions.
3. Film, "Literature, American Colonial Times" 53

B. Old Favorites

1. Read and share.
 - a. Treasury of Literature Readers Series 55
(Select stories from this series according to the reading level and interests of child.)
 - b. Allow flexibility in this area so that the student may choose to read and share what he enjoys.
2. Tapes, "American Strong Man--Mike Fink" 54
"Rip Van Winkle" 54
Select according to the interests of the specific child for whom the assignment sheet is made.
3. Films, "Paul Bunyan: Lumber Camp" 53
"Heidi" 54
4. Records, "Tales of Hans Christian Anderson" 56
"A Christmas Carol" 56
"Uncle Remus Stories" 56
"The Legend of Sleepy Hollow" 56
"Huckleberry Finn" 56
"Mark Twain" 56
Select according to the interests of the specific child for whom the assignment is made.

C. Traditional art of story telling

1. Actual practice in telling stories, real and make believe. Record and play back several months later for appreciation and constructive criticism.

2.	Films, "Fingals Cave"	52
	"Concert for Clouds"	52
	(These films have no commentary. They are used as motivating material in writing or telling stories.)	
D.	Fairy Tales	
1.	Read and Share	
a.	<u>Treasury of Literature Readers</u> <u>Series</u>	55
b.	Supplementary materials from library	
2.	Record, "Snow White and the Seven Dwarfs"	56
E.	Myths	
1.	Read and share	
a.	<u>Treasury of Literature Readers</u> <u>Series</u>	55
b.	Supplementary materials from the library or other sources as needed	
2.	Filmstrip, "Greek and Roman Myths" .	57
F.	Poetry	
1.	Write and share.	
2.	Read and share from many sources.	
3.	Make poetry booklets of original poems.	
4.	Tape record original poems and play back for evaluation of basic skills in poetry writing.	
5.	Filmstrips, "Painting with Words" . .	57
	"Words That Rhyme"	56
6.	Record, "American Patriotism in Poems and Prose"	56
7.	Tapes, "Tales of Laughter"	54
	"A Winter Day"	55
	"Harvest Moon"	55
	"The Poetry of Robert Frost" .	55
	(Select as to specific interests of the child.)	
8.	Films, "Poems Are Fun"	53
	"What Is Poetry?"	52

XII. Dramatization

A. Original scripts

1. Write and produce for other classes in the building.
2. Tape record productions for evaluation of sequence, form, expression, and over-all presentation.

B. Skits

1. Write individually or as groups
2. Use suggestions found in Easy Skits for Youngsters 51

C. Puppet shows

1. Prepare script (either original or borrowed)
2. Construct puppets
 - a. Film, "Making and Using Puppets" . 54
3. Evaluate as group in regard to pronunciation, enunciation, voice volume and control, and general performance.

VII. INDEX OF RESOURCES USED IN GUIDE

The following lists of media were chosen for the individualized program for their specific content and also for various levels of reading ability and comprehension. The films were ordered from the centers given before each listing. The tapes, filmstrips, and records are the property of the Dexfield Community School but may be ordered from the addresses as indicated.

Miscellaneous Resources

"Using the Library" - Universal Workbook
Charles E. Merrill Books, Inc.
1300 Alum Creek Drive
Columbus 16, Ohio

Skills File

Teacher prepared materials which included practice sheets for reteaching, reinforcing, and enrichment. Materials were obtained from various textbooks and workbooks. Some were constructed by the teacher to fulfill specific needs.

Transparencies

"Library Science-The Dewey Decimal System"
 Catalog No. 150-Packet, English 9
 3M Company, Education Services
 Box 3100
 St. Paul, Minnesota 55101

"Elementary Punctuation, Part I"
 Cat. No. 152, English Packet 13
 Address given above

"Elementary Punctuation, Part II"
 Cat. No. 153, English Packet 14

"Advanced Punctuation"
 Cat. No. 155, English Packet 16

"Capitalization"
 Cat. No. 200, English Packet 18

"Nouns and Verbs"
 Cat. No. 096, English Packet 2

"Adjectives and Adverbs"
 Cat. No. 097, English Packet 3

"Sentence Building"
 Cat. No. 101, English Packet 7

"Possessives"
 Cat. No. 154, English Packet 15

Handbooks

Listening Games by Wagner-Hosier-Blackman
 A Grade Teacher Publication
 Teachers Publishing Corporation
 Darien, Connecticut

Easy Skits for Youngsters

Marilyn Ames and Jane MacDonald
 T. S. Denison and Co., Inc.,
 Minneapolis, Minn. 1964

Movie Films from Area XI, Title II Library Service
 112-116 11th Street
 Des Moines, Iowa 50309

No. 20067 - color
 20327 - "

Discovering the Library
 Library Organization

20332	color	"Listening Skills, An Introduction"
20423	B&W	"Why Punctuate?"
20078	color	"Finding Information"
40074	"	"You'll Find It in the Library"
20321	B&W	"Know Your Library"
20326	color	"Look It Up Dictionary Habits"
20520	"	"Let's Write a Story"
40602	B&W	"Sentences, Subjects and Predicates"
40136	"	"Littlest Angel"
20090	color	"Hansel and Gretel"
20506	"	"Hailstones and Halibut Bones Part I and Part II"
20224	"	"Ugly Duckling"
20229	"	"What Is Poetry?"
20206	"	"Story of a Book"
20093	"	"Hoppy, the Bunny"
20305	"	"Flipper, the Seal"
20279	"	"Autumn Pastorale"
20284	"	"Boundary Lines"
20306	"	"Polly, the Parrot"
40603	"	"Mark Twain Gives an Interview"
20288	"	"Fingals Cave"
20280	"	"Concert for Clouds"
20187	"	"Shaggy, the Coyote"

20323	B&W	"Verbs, Recognizing and Using Them"
20492	color	"Magic Book"
20536	"	"Sea Fever"
20408	"	"Orpheus and Eurydice"

Movie Films from The University of Iowa
Audiovisual Center
Iowa City, Iowa 52240

U-3369	B&W	"Listen Well, Learn Well"
U-2746	"	"Developing Responsibility"
U-6295	"	"Your Study Methods"
U-3139	"	"Good Sportsmanship"
U-3333	"	"Good Table Manners"
U-3273	"	"The Other Fellow's Feelings"
U-4543	"	"Courtesy at School"
U-3191	"	"Writing Through the Ages"
U-2986	"	"How We Cooperate"
U-6911	"	"Writing a Report"
U-5883	color	"Paul Bunyan: Lumber Camp Tales"
U-3720	"	"American Literature: Colonial Times"
U-1886	"	"Alice in Wonderland"
U-3742	B&W	"Poems Are Fun"
U-3150	"	"Am I Trustworthy"
U-4103	"	"Acts of Courtesy"
U-3608	"	"Respect for Property"

NS-4472	color	"The Library - A Place for Discovery"
NS-2369	B&W	"We Discover the Dictionary"
NS-2626	"	"Punctuation-Mark Your Meaning"
NS-3811	"	"Are Manners Important"
NS-1950	"	"Spelling Is Easy"
NS-2622	"	"Do Words Ever Fool You?"
NS-3280	"	"Parliamentary Procedures"
NS-464	color	"Mark Twain's Mississippi"
NS-3887	"	"Christmas Customs Near and Far"
NS-5099	"	"Heidi"
NS-2647	B&W	"Making and Using Puppets"
NS-1278	"	"The Boyhood of A. Lincoln"
NS-2619	"	"Who Makes Words?"
NS-3044	"	"Newspaper Story"
NS-1439	"	"Our Post Office"
NS-3638	"	"Watch That Quotation"

Tapes for taperecorder from Audiovisual Center
 University of Iowa
 Iowa City, Iowa 52240

06502-E119	"American Strong Man--Mike Fink, . . .Keelboatman"
06502-E135	"Family Life. An American Family in Fairbanks, Alaska"
06502-E136	"Workers. Negro Family in Tennessee"
06502-E137	"The White Peak"
06503-E139	"Old Man River"
06503-E530	"The Merry Robin Hood"
06503-E513	"Rip Van Winkle"
06503-E290	"Tales of Laughter"

06504-E299	"A Winter Day"
06504-E292	"Harvest Moon"
06504-E357	"The Poetry of Robert Frost"

Multi-texts used in the individualized program.

1. Our Language Today, Books 3, 4, 5, 6, and 7
American Book Company
New York, New York
2. Roberts English Series, Books 3, 4, 5, and 6
Harcourt, Brace, and World, Inc.
New York, New York
3. Our English Language, Books 5 and 6
American Book Company
New York, New York
4. Keys to Good Language, Books 3, 4, 5, 6, and 7
The Economy Book Company
Oklahoma City, Oklahoma
5. Imagine and Write, Books 3, 4, 5, and 6
American Education Publication
Education Center
Columbus, Ohio 43216
6. Treasury of Literature Series, Levels 3, 4, 5, and 6
Charles E. Merrill Books,
Inc.
Columbus, Ohio

Records for record player (addresses as given)

"Building Verbal Power in the Upper Grades," 3 albums
Classroom Materials Company
93 Myrtle Drive
Great Neck, New York 11021

"Billy Builds a Sentence"
"Billy, the Lonely Word"
Educational Activities, Inc.
Box 392
Freeport, New York 11520

"Tales of Hans Christian Andersen"
 "A Christmas Carol"
 "American Patriotism in Poems and Prose"
 Caedmon Records, Inc.
 505 Eighth Avenue,
 New York, New York 10018

"Lincoln's Speeches and Letters"
 "The Legend of Sleepy Hollow"
 "Huckleberry Finn"
 "Mark Twain"
 Spoken Arts, Inc.
 New Rochell, New York 10801

"Uncle Remus Stories"
 Pathways of Sound
 102 Mt. Auburn St.
 Cambridge, Mass.

"Snow White and the Seven Dwarfs"
 Happy Time Records
 8-16 43rd Avenue, L. I. C.
 New York, New York 10001

Filmstrips (addresses as given)

Eye Gate House Films, Inc.
 Jamaica 35, New York
 "Signs and Signals"
 "Speaking and Writing"
 "Paper and Books"
 "Messengers"
 "The Mail Goes Through"
 "Communication by Sound"
 "Communication by Sight"
 "Communication by Electricity"
 "The Modern Means of Communication"
 "Mr. Conjunction, Mr. Preposition, and Mr. Interjection"
 "Mr. Adverb--Man of All Work"
 "The Possessive Noun"
 "The Name Calling Mr. Noun"
 "The Singular and Plural Mr. Noun"
 "Mr. Pronoun--Substitute for Mr. Noun"
 "A Second Visit to Mr. Pronoun"
 "Mr. Adjective--Helper to Mr. Noun"
 "Mr. Verb--Man of Action"
 "Name the Right Word"
 "Words That Rhyme"
 "Synonyms"

"Homonyms"
"Find Another Word"
"Prefixes and Suffixes"
"Singular and Plural"
"Seeing Words Clearly"
"The Dictionary and Other References"

Encyclopedia Britannica Films, Inc.
425 North Michigan Ave.
Chicago, Illinois 60611

"Using Punctuation Marks"
"Writing Conversation"
"What Is a Sentence?"
"Words That Name Things"
"Words Used Instead of Names"
"Words That Describe Things"
"Words That Show Action"
"Words Telling, How, When, and Where"
"Building Reports"
"Selecting the Theme"
"Digging for Facts"
"Painting with Words"
"Using Reports"
"Finishing Reports"
"Aids in Writing and Reading"
"Using Books"
"Books and Biography"
"Hearing Sounds in Words"
"Letters Which Work Together"
"Consonant Sounds"
"Tricky Consonant Sounds"
"Studying Long Words"
"Long Vowel Sounds"

Filmstrips, Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614
"End Punctuation"
"Capitalization"
"Apostrophe and Quotations"
"Colon and Semicolon"
"Parenthesis and Dash"
"Italics and Hyphen"
"Classification of Sentences"

"Problems of Sentence Construction"
"Subjects and Predicates"
"Direct Objects and Indirect Objects"
"Problems of Agreement"
"Clauses, Part I"
"Clauses, Part II"
"Phrases, Part I"
"Phrases, Part II"

McGraw Hill Book Company
Stanley Bowmar Company, Inc.
Valhalla, New York

"The Dewey Decimal System"
"Gazetteers and Atlases"
"The Dictionary, Part I"
"The Dictionary, Part II"
"The Encyclopedia"
"One-Volume Encyclopedia"
"The Card Catalog"
"Almanacs and Yearbooks"
"Reader's Guide"

Language Arts
Assignment Sheet A E

Purpose: This set of assignments will involve the study of words and how they are used. You will learn more about synonyms and homonyms, prefixes and suffixes, and how words get their meaning from a root word.

1. View filmstrips, "Hearing Sounds in Words" and "Consonant Sounds."
2. Do pages 26 and 40 in Keys to Good Language (3).
3. Ask for the record, "Verbal Power, Album 1." When you have finished listening to the record, ask for the worksheets.
4. Do pages 102 and 103, in Keys to Good Language (4).
5. View filmstrips, "Tricky Consonant Sounds" and "Long Vowel Sounds."
6. Do pages 106 and 111 in Keys to Good Language (3).
7. Do pages 83 and 84 in Keys to Good Language (4).
8. Do pages 38 and 101 in Keys to Good Language (3).
9. View filmstrips, "Letters Which Work Together" and "Studying Long Words."
10. Do pages 107 and 112 in Keys to Good Language (3).
11. Do "Writing Contractions," page 7 and "Writing Plurals," page 8 of Chapter 2, pink section in Our English Language (5).
12. View filmstrips, "Synonyms" and "Homonyms."

13. Do pages 208 and 240 in Our Language Today (4)
14. Write the words on one side of your spelling wheel in alphabetical order.

Language Arts

Assignment Sheet B E

Purpose: This set of assignments will involve the study of words and how they are used. You will learn more about synonyms and homonyms, prefixes and suffixes, and how words get their meaning from a root word.

1. Do pages 27 and 31 in Keys to Good Language (5).
2. Do "Prefixes" and "Suffixes" on pages 211 to 213 in Our Language Today (5).
3. Do pages 116 and 122 in Keys to Good Language (4).
4. Do pages 273 and 290 in Our English Language (5).
5. View filmstrips, "Hearing Sounds in Words" and "Consonant Sounds."
6. Do pages 101 and 123 in Keys to Good Language (4).
7. Do pages 44 and 49 in Keys to Good Language (5).
8. Do "Prefixes and Suffixes," pages 229 and 231 in Our Language Today (5).
9. View filmstrips, "Tricky Consonant Sounds" and "Long Vowel Sounds."
10. Do pages 88 and 102 in Keys to Good Language (5).
11. Ask for the record, "Verbal Power, Album 1." When you have finished listening to the record, ask for the worksheets.
12. View filmstrips, "Letters Which Work Together" and "Studying Long Words."

13. View filmstrips, "Synonyms" and "Homonyms."
14. Write the words on one side of your spelling wheel in alphabetical order.

Language Arts
Assignment Sheet C E

Purpose: This set of assignments will involve the study of words and how they are used. You will learn more about synonyms and homonyms, prefixes and suffixes, and how words get their meaning from a root word.

1. Do pages 119 and 120 in Keys to Good Language (5).
2. View filmstrips, "Hearing Sounds in Words" and "Consonant Sounds."
3. Do pages 102 and 103 in Keys to Good Language (4).
4. View filmstrips, "Tricky Consonant Sounds" and "Long Vowel Sounds."
5. Do pages 100, 101, and 103 in Keys to Good Language (5).
6. Ask for the record, "Verbal Power, Album 1." When you have finished listening to the record, ask for the worksheets.
7. Write the words on one side of your spelling wheel in alphabetical order.
8. Do pages 104 and 105 in Keys to Good Language (5).
9. View filmstrips, "Letters Which Work Together" and "Studying Long Words."
10. Ask for crossword puzzles 73 and 74.
11. Do pages 11 and 12 in Keys to Good Language (5).
12. View filmstrips, "Synonyms" and "Homonyms."

13. Make a test using prefixes, suffixes, synonyms, antonyms, and homonyms. Prepare an answer key for your test. You may let two of your classmates take the test. Check it when they finish and tell your teacher their score.

Language Arts
Assignment Sheet A F

Purpose: This set of assignments will involve the study of words and how they are used. You will learn more about synonyms and homonyms, prefixes and suffixes, and how words get their meaning from a root word.

1. View filmstrips, "Name the Right Word," 147-A, and "Words That Rhyme," 147-B.
2. Do pages 46 and 91 in Keys to Good Language (3).
3. Write the words on one side of your spelling wheel in alphabetical order.
4. Do pages 122 and 123 in Keys to Good Language (4).
5. View filmstrips, "Prefixes and Suffixes," 147-F, and "Find Another Word," 147-E.
6. Ask for the record, "Verbal Power, Album 1." When you have finished listening to the record, ask for the worksheets.
7. Do pages 102 and 103 in Keys to Good Language (4).
8. View filmstrips, "Singular and Plural," 147-G, and "Seeing Words Clearly," 147-H.
9. Do pages 58 and 59 in Our Language Today (3).
10. Read and do pages 267 to 269 in Our Language Today (3).
11. Do pages 98 and 99 in Keys to Good Language (4).
12. Do pages 60 and 61 in Our Language Today (3).

13. Read and do pages 193 and 195 in Our Language Today (4).
14. Do pages 100 and 101 in Keys to Good Language (4).
15. Do pages 83 and 113 in Keys to Good Language (4).

Language Arts
Assignment Sheet B F

Purpose: This set of assignments will involve the study of words and how they are used. You will learn more about synonyms and homonyms, prefixes and suffixes, and how words get their meaning from a root word.

1. Ask for the record, "Verbal Power, Album 1." When you have finished listening to the record, ask for the worksheets.
2. Do pages 211 and 212 in Our Language Today (5).
3. Do pages 12 and 100 in Keys to Good Language (5).
4. View filmstrips, "Name the Right Word," 147-A, and "Words That Rhyme," 147-B.
5. Do pages 259 and 289 in Our Language Today (5).
6. View filmstrips, "Prefixes and Suffixes," 147-F, and "Find Another Word," 147-E.
7. Do pages 101 and 103 in Keys to Good Language (5).
8. Do pages 56 and 57 in Our English Language (5).
9. Write the words on one side of your spelling wheel in alphabetical order.
10. Do pages 119 and 120 in Keys to Good Language (5).
11. Do pages 12 and 45 in Keys to Good Language (6).
12. View filmstrips, "Singular and Plural," 147-G, and "Seeing Words Clearly," 147-H.

13. Do pages 79 and 104 in Keys to Good Language (6).
14. Ask for crossword puzzles 72 and 75.

Language Arts
Assignment Sheet C F

Purpose: This set of assignments will involve the study of words and how they are used. You will learn more about synonyms and homonyms, prefixes and suffixes, and how words get their meaning from root word.

1. Do pages 167 and 168 in Our Language Today (6).
2. Ask for the record, "Verbal Power, Album 1." When you have finished listening to the record, ask for the worksheets.
3. View filmstrips, "Name the Right Word," 147 A, and "Words That Rhyme," 147 B.
4. Do pages 12 and 45 in Keys to Good Language (6).
5. Do pages 131 and 132 in Our Language Today (6).
6. View filmstrips, "Prefixes and Suffixes," 147 F, and "Find Another Word" 147 E.
7. Do "Recognizing Prefixes and Suffixes," 147 F, and pages 28 and 30 in Our Language Today (6).
8. Do pages 139 and 142 in Our Language Today (6).
9. Do pages 104 and 112 in Keys to Good Language (6).
10. View filmstrips, "Singular and Plural," 147 G, and "Seeing Words Clearly," 147 H.
11. Do pages 14 and 120 in Our Language Today (6).
12. Write the words on one side of your spelling wheel in alphabetical order.

13. Ask for crossword puzzles 72 and 75.
14. Ask for worksheets L62, L63, L17, and L3.

Language Arts
Assignment Sheet A E

Purpose: This set of assignments will help you become aware of the correct **use** of words that will lead to easy informal, and effective means of communication.

1. View filmstrip, A 133-15, "Problems of Agreement."
2. Ask for Usage Practice Sheets*, No. 1.
3. Using the dictionary, write the definitions of ten of your spelling words.
4. Do pages 15, 16, and 17 in Keys to Good Language (3).
5. View filmstrip 86-D, "Mr. Pronoun -."
6. Ask for Usage Practice Sheets*, No. 2.
7. Listen to tape, 06502, "Family Life." Write one paragraph telling why you would or would not like to live in Alaska.
8. Ask for Usage Practice Sheets*, No. 3.
9. Do pages 28, 30, 31 and 33 in Keys to Good Language (3).
10. View filmstrip 86-E, "A Second Visit to Mr. Pronoun."
11. Do pages 156 and 210 in Our Language Today (4).
12. Listen to the stories on the Hans Christian Andersen record. Make a list of ten or more adjectives that you heard.
13. Do pages 276, 277 and 279 in Our English Language (5).

*These are text selected and teacher-made sheets that give the student practice in good usage.

Language Arts
Assignment Sheet B E

Purpose: This set of assignments will help you become aware of the correct use of words that will lead to easy, informal, and effective means of communication.

1. Listen to the stories on the Hans Christian Anderson record. Make a list of ten or more adjectives that you heard.
 2. View filmstrip, A 133-15, "Problems of Agreement."
 3. Ask for Usage Practice Sheets, No. 1.
 4. Using the dictionary, write the definitions for ten of your spelling words.
 5. Do pages 91, 105, 107, and 117 in Keys to Good Language (4).
 6. View filmstrip 86-D, "Mr. Pronoun -."
 7. Do pages 45, 85, 86, and 87 in Keys to Good Language (5).
 8. Ask for Usage Practice Sheets, No. 2.
 9. Do pages 119 and 120 on Keys to Good Language (4).
 10. View filmstrip, 86-E, "A Second Visit to Mr. Pronoun."
 11. Listen to tape, 06502, "Family Life." Write two paragraphs telling why Alaskan life may or may not interest you.
-

12. Ask for Usage Practice Sheets, No. 3.
13. Do pages 13, 14, and 17 in Keys To Good Language (5).
14. Do pages 5 and 6 of Chapter 8, Pink section, in Our English Language (5).

Language Arts
Assignment Sheet C E

Purpose: This set of assignments will help you become aware of the correct use of words that will lead to easy, informal, and effective means of communication.

1. Ask for Usage Practice Sheets, No. 1.
2. View filmstrip, A 133-15, "Problems of Agreement."
3. Using the dictionary, write the definitions of twelve of your spelling words.
4. Listen to tape, 06502, "Family Life." Write two paragraphs telling why you would or would not want to live in Alaska.
5. Ask for Usage Practice Sheets, No. 2.
6. View filmstrip, 86-D, "Mr. Pronoun -."
7. Ask for Usage Practice Sheets, No. 3.
8. View filmstrip, 86-E, "A Second Visit to Mr. Pronoun."
9. Do pages 114, 115, 122 and 123 in Keys to Good Language (5).
10. Do pages 324, 325, and 326 in Our Language Today (5).
11. Listen to the stories on the Hans Christian Anderson record. Make a list of ten or more adjectives that you heard.
12. Do pages 256 and 259 in Our Language Today (5).
13. Do pages 300 and 301 in Our English Language (6).

Language Arts
Assignment Sheet A F

Purpose: This assignment will help you become aware of the correct use of words that will lead to easy, informal, and effective means of communication.

1. Do pages 17 and 33 in Keys to Good Language (5).
2. Listen to tape, C6503, "Merry Robin Hood." Write one paragraph telling what you might do if you could be Robin Hood for one day.
3. Do pages 124 and 125 in Keys to Good Language (3).
4. Using the dictionary, write the definitions for ten of your spelling words.
5. View the filmstrip, "The Singular and the Plural Mr. Noun."
6. Do pages 5 and 6 of Chapter 6, in Pink section, in Our English Language (5).
7. Ask for Practice Sheets for Usage, No. 1.
8. View filmstrip, 86-C, "The Possessive Mr. Noun."
9. Do pages 117 and 119 in Keys to Good Language (3).
10. Ask for Usage Practice Sheets, No. 2.
11. Do pages 114, 119, and 120 in Keys to Good Language (4).
12. Ask for Usage Practice Sheets, No. 4.

13. Listen to the record, "A Christmas Carol." Make a list of ten or more adjectives that you heard.
 14. Ask for Usage Practice Sheets, No. 5.
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Language Arts
Assignment Sheet B F

Purpose: This set of assignments will help you become aware of the correct use of words that will lead to easy, informal, and effective means of communication.

1. Do pages 88, 91, and 106 and 107 in Keys to Good Language (5).
2. Do pages 302 and 303 in Our English Language (6).
3. Ask for Usage Practice Sheets, No. 1.
4. View filmstrip, 86-C, "The Possessive Mr. Noun."
5. Do pages 16, 20, 23, and 25 in Keys to Good Language (6).
6. Using a dictionary, write the definitions for ten of your spelling words.
7. Ask for Usage Practice Sheets, No. 2.
8. Listen to the record, "A Christmas Carol." Make a list of ten or more adjectives that you heard.
9. Do pages 114, 115, 122, and 123 in Keys to Good Language (5).
10. Ask for Usage Practice Sheets, No. 4.
11. Do pages 28, 52, and 88 in Our Language Today (6).
12. View filmstrip, "The Singular and the Plural Mr. Noun."
13. Do pages 140, 141, and 165 in Our Language Today (6).
14. Ask for Usage Practice Sheets, No. 5.
15. Listen to the tape, 06503, "Merry Robin Hood." Write two paragraphs telling what you might do if you could be Robin Hood for one day.

Language Arts
Assignment Sheet C F

Purpose: This set of assignments will help you become aware of the correct use of words that will lead to easy, informal, and effective means of communication.

1. Do pages 24, 39, 43, and 44 in Keys to Good Language (6).
 2. Do pages 358 and 361 in Our Language Today (6).
 3. Listen to the record, "A Christmas Carol." Make a list of ten or more adjectives that you heard.
 4. Ask for Usage Practice Sheets, No. 1.
 5. Using the dictionary, write the definitions for ten of your spelling words.
 6. Do pages 49, 81, 87, and 105 in Keys to Good Language (6).
 7. Do pages 169 and 170 in Our Language Today (6).
 8. Ask for Usage Practice Sheets, No. 2.
 9. Do pages 106, 110 and 123 in Keys to Good Language (6).
 10. Do pages 309, 310, and 311 in Our English Language (6).
 11. Listen to the tape, 06503, "Merry Robin Hood." Write two paragraphs telling what you might do if you could be Robin Hood for one day.
 12. View filmstrip, "The Singular and the Plural Mr. Noun."
-

13. Ask for Usage Practice Sheets, No. 4.
14. View filmstrip, 86-C, "The Possessive Mr. Noun."
15. Ask for Usage Practice Sheets, No. 5.

Daily Record Sheet

Name _____

MondayTuesdayWednesdayThursdayFriday

The sample assignment sheets, pages 59-79, cover the word usage area only. The Iowa Tests of Basic Skills¹ have seven areas for the evaluation of growth in the language arts. For the purpose of this study, only the word usage area was used. A set of objectives based upon the over-all objectives was developed specifically for the usage area. Criterion for these objectives was the special needs of the child. The objectives are as follows:

1. Provide a variety of experiences to develop the use of good word usage.
2. Counteract environmental influences on the child's usage by making him aware of correct usage.
3. Enable each child to appreciate the need for using good grammar.
4. Develop a good self-concept in each pupil to cause him to be aware of his personal worth and thereby, create a desire to speak effectively and well.

VIII. EVALUATION OF PERSONAL OBJECTIVES AND OF THE GUIDE

The guide was evaluated after being used for a period of one school year. Criteria for evaluation were the goals and objectives set down at the beginning of the individualized instruction period as stated on pages 28-29.

Other teachers working with the students involved in the study stated that greater responsibility toward individual

¹Ibid.

learning was evident. The children have expressed the desire to continue the program with the use of the guide, because they feel certain of success in some area. Several children have pursued in depth interests that were stimulated through filmstrips, films, or tape presentations.

The evaluation of the NCTE, page 109, indicated that the guide does offer means for the child to develop attitudes toward self, society, and toward responsible living.

The total program was checked against the following points based on the original objectives suggested by Ragan's principles of learning,¹ pages 28-29.

1. Do the children accept the responsibility of individual progress in their language arts work?
2. Is each child realizing some degree of success in any or all study areas?
3. Has each child been helped in his area of weakness?
4. Have the interests of each child been made to play an important part in his learning?
5. Has rapport been established between child and teacher and between the child and his peers that fosters a request for help when needed?
6. Has the material in all areas supplied students with the attitudes toward learning that stimulate inquiry and provide for freedom of exploration?
7. Has this program strengthened the ability of the child to solve problems, think creatively, and make generalizations, as well as realize intellectual development and self-fulfillment?

¹Ragan, op. cit.

IX. CRITERIA FOR SELECTION OF MULTI-TEXTS USED IN THE
INDIVIDUALIZED PROGRAM

Texts included in the individualized program were chosen to accommodate various levels of reading ability and comprehension. Texts on the lower reading levels were chosen with consideration for size of print, colorfulness of illustrations, and types of interests included. Texts on a more advanced reading level were selected after considering appropriate content of the text and types of interests included. The following is a list of the texts used in the program:

1. Our Language Today, Books 3, 4, 5, 6, and 7
American Book Company
2. Roberts English Series, Books 3, 4, 5, and 6
Harcourt, Brace, and World
3. Our English Language, Books 5 and 6
American Book Company
4. Keys to Good Language, Books 3, 4, 5, 6, and 7
The Economy Book Company
5. Imagine and Write, Books 3, 4, 5, and 6
American Education Publication
6. Treasury of Literature Series, Banner Edition,
Levels 3, 4, 5, and 6
Charles E. Merrill Books, Inc.

X. IMPLEMENTATION OF THE INDIVIDUALIZED PROGRAM

The operation of the individualized program was based upon the use of assignment sheets prepared for the individual student according to his vocabulary and comprehension level.

The assignment sheets included various tasks and learning experiences which followed the particular purpose of his assignment sheet. This purpose was clearly stated at the beginning of each set of tasks and was determined by that child's needs. The textbook assignment was such that the child could easily read directions and complete the work since it was based on his reading level. The directions for the use of each filmstrip were given on the first few frames of the filmstrip. The directions for the use of other media were given on the assignment sheet. All children learned how to operate each form of media for his personal use.

After each child had been pre-tested to determine his reading and comprehension level and his acquired knowledge of language skills, he was given an assignment sheet commensurate with his abilities and interests. He was asked to complete the tasks in any order that he wishes and not necessarily in sequence. He was instructed to ask his teacher or another knowledgeable student in the class about any matter that he did not understand. He proceeded to complete the set of tasks

through the use of textbooks, filmstrips, tapes, records, or other resource materials as the assignment sheet requested. At the end of each forty-five minute period, the student recorded the page and assignment on which he was working. An example of the recording sheet is found on page 80. The assignment sheet was completed in accordance with the pre-stated purpose written at the head of each sheet. A post-test was given to ascertain acquired knowledge and possible need for supplementary work. If reinforcement or reteaching were necessary, the student was directed to extra tasks to reteach and reinforce his learning. A great deal of one-to-one instruction was given in such cases. Verbal explanation with the use of the blackboard, filmstrips with verbal teacher instruction, and especially prepared worksheets done by the teacher and student were used in the one-to-one instruction.

If supplementary work were not necessary the student proceeded to the next area of study and a new assignment sheet. Required scores for progress were discussed on page 21.

XI. EVALUATION OF THE WORD USAGE AREA

William B. Ragan's principles of learning were used as bases for the evaluation of the word usage unit of study. Comments of teachers working with the students involved in the study were also noted. Criterion for determining acceptable usage was the standard of usage set forth in the Our Language Today Series.¹

The following points were considered in the evaluation of the usage area:

1. Did the student use skills learned in previous units in his word usage unit, i.e., capitalization and punctuation?
2. Is there a noticeable improvement in the students' usage in daily conversation and, therefore, a better self-concept evident?
3. Are the students aware of the usage of others as well as their own?
4. Do the children enjoy all the experiences provided in the teaching and learning of the usage unit?
5. Does each child appreciate the need for using good grammar?

The entire usage unit was planned with special consideration for the individual needs of children. The use of

¹Conlin, Fillmer, Lefcourt, and Thompson, op. cit.

various media and other resources provided a flexibility in the program that helped meet these needs. Growth or rate of achievement was not restricted to the capabilities of the average child. Evaluation of the total program indicated growth for all individuals in some area of language arts. The specific means of measuring this growth, or loss in some instances, in the word usage area is discussed in the following paragraphs.

XII. COMPARISON OF STUDENT GROWTH USING GUIDE

A factor limiting this study involves the time in which the individualized program was actually in operation. The individualized program was evaluated after a period of two years. A longer period of time may have provided more data as to amount of growth. Due to the fact that all students were to have individualized instruction during the same period of time, only the scores of two school years were used to compare with scores received during traditional instruction.

The group studied served as its own control. Traditional instructional methods and materials had been used with the group prior to the initiation of individualized methods and materials. Therefore, fifth grade usage scores on the Iowa Tests of Basic Skills¹ following traditional instruction were compared with sixth grade scores on the same test

¹Linguist and Hieronymus, op. cit.

following individualized instruction.

The possibility was considered that there may be an "expected" growth on the ITBS regardless of the type of instruction used. This may be due to the fact that the child has matured to some degree and that his environment may have provided him the desire to use proper grammatical terms and he may have, therefore, learned them subconsciously. When this supposition was presented to Dr. A. N. Hieronymus, co-author of the Iowa Tests of Basic Skills,¹ he stated that "growth and initial status are not independent. . . . One can use a measure of initial status which is independent of obtained gain on the particular test in setting 'expected' gain. The fourth grade usage score could be used, or the fifth grade composite score, or an I.Q." The "expected" growth may make up some of the actual growth noted for each child on the Basic Skills Tests. For this reason, the "expected" growth, actual growth, and the difference in grade equivalent (plus or minus) between the two scores is found in Table I. All I.Q. scores have been changed into 1963 Lorge-Thorndike Verbal I.Q. equivalents using data from the Iowa Testing Programs Research Report No. 2, "Comparability of I.Q. Scores on Five Widely Used Intelligence Tests,"² according

¹Ibid.

²Iowa Testing Programs Research Report No. 2, "Comparability of I. Q. Scores on Five Widely Used Intelligence Tests." (Iowa City: Iowa Testing Programs, February, 1969), pp. 10-11.

to Dr. Hieronymus.

Twelve students did not obtain the "expected" gain for grade six in the area of usage. Nine of these students had I.Q. scores of 100 or less. Of the three remaining, the child (Student #2 on Table 1), with I.Q. score 120 and a regression of 1.8 actual grade equivalent, had lost his best friend and classmate by accidental death just the week before taking Iowa Tests of Basic Skills. No explanation can be given for the regression of the other two students. The class as a whole made a two month gain over the "expected" growth. The entire sixth grade class made an average growth of one year and two months in actual scores over the fifth grade scores.

It was found, upon analyzing each individual's scores in usage, that six students regressed in grade equivalent over grade five. Five of these regressions were made by children with I.Q. scores of 96 or less. The sixth regression was made by the student who had lost his friend.

The I.Q. scores and Nelson Reading Test¹ scores for each student as shown in Table I, were used by Dr. Hieronymus to determine that child's capabilities. The ITBS scores for grades four and five were used as comparisons to the actual scores (Column 7) received in sixth grade. Dr. Hieronymus' "expected" scores (Column 6) are compared to the actual gain

¹Nelson, op. cit.

or loss in grade level equivalent (Column 7) of each student. For example, student number five, who has an adjusted I.Q. score of 117, a grade equivalent of 4.5 for grade four, and a grade equivalent of 6.4 for grade five, has an "expected" grade equivalent of 7.3 for grade six. Student number five's actual grade equivalent score after taking the ITBS in January, 1970, was 7.9. His actual gain in grade equivalent over the previous year (grade five) was 1.5, and his score was .5 greater than Dr. Hieronymus' "expected" score.

Dr. Hieronymus computed the "expected" gains by four different methods. He suggested the use of the computations of the multiple correlation coefficient, $R_1 (23) = .8040$, and the computations of the multiple regression equation $X_1 = .41X_2 + .60X_3 - 12.7$. This formula was then applied to the adjusted I.Q. scores and from them the "expected" scores for sixth grade were obtained. The results of these computations are included in Appendix C. Dr. Hieronymus has listed all items according to results (high to low scores) of the Nelson Reading Test.

The average difference for the sixth grade class between actual grade equivalent scores obtained in the fifth grade and those obtained in the sixth grade under individualized instruction was 1.19 or about one year and two months growth. The scores for the group studied show a growth of only seven months in the usage area for grades four and five

TABLE I

COMPLETE ITBS USAGE SCORES AND GROWTH COMPARISONS

1	2	3		4		5	6	7	8	9
STUDENT	ADJUSTED I.Q.	BASIC SKILLS SCORE FOR USAGE-GRADE 4		BASIC SKILLS SCORE FOR USAGE-GRADE 5		%ile RANK FOR GRADE 6 BASED ON GRADE 4	"EXPECTED" GE FOR GRADE 6	ACTUAL ITBS GE FOR USAGE FOR GRADE 6	+ OR - Growth O.S. IN GE IN COL. 4 & 7	+ OR - Growth O.S. IN GE IN COL. 6 & 7
		GE	PR	GE	PR					
1	125	56	72	61	62	78	75.2	7.5	1.4	0
2	120	68	92	64	67	92	74.9	4.6	-1.8	-2.9
3	118	62	83	61	62	85	73.3	7.9	1.8	.6
4	117	62	83	64	67	85	73.7	6.7	.3	-.7
5	117	45	51	64	67	65	73.7	7.9	1.5	.5
6	116	62	83	51	43	85	65.5	7.9	2.8	1.3
7	115	42	45	64	67	61	72.9	8.7	2.3	1.4
8	112	70	94	64	67	95	71.6	9.5	3.1	2.3
9	112	27	25	48	37	41	62.0	6.7	1.9	.5
10	109	Tests not taken		64	67	72	70.4	9.8	3.4	2.8
11	109	33	27	44	30	50	58.4	6.7	2.3	.9
12	109	40	41	41	25	59	56.6	5.7	1.6	0
13	109	33	27	37	19	50	54.2	5.1	1.4	-.3
14	108	25	11	37	19	38	53.8	5.7	2.0	.3
15	104	62	83	71	80	85	72.5	8.3	1.2	1.0
16	104	47	55	67	72	67	70.1	8.3	1.6	1.3
17	104	40	41	54	49	59	62.3	8.7	3.3	2.5
18	104	28	17	57	54	43	64.1	7.5	1.8	1.1

TABLE I - (continued)

1	2	3		4		5	6	7	8	9
STUDENT	ADJUSTED I.Q.	BASIC SKILLS SCORE FOR USAGE -GRADE 4		BASIC SKILLS SCORE FOR USAGE -GRADE 5		%-ile RANK FOR GRADE 6 BASED ON GRADE 4	"EXPECTED" GE FOR GRADE 6	ACTUAL ITBS GE FOR USAGE FOR GRADE 6	+ OR -GROWTH DIFF IN GE IN COL. 4 & 7	+ OR -GROWTH DIFF IN GE IN COL. 6 & 7
19	104	34	28	41	25	51	54.5	6.3	2.2	.8
20	103	47	55	44	30	67	55.9	6.7	2.3	1.1
21	103	45	51	57	54	65	63.7	6.7	1.0	.3
22	103	42	45	24	2	61	43.9	5.1	2.7	.7
23	100	47	55	44	30	67	54.7	5.1	.7	-.4
24	99	62	83	54	49	85	60.3	6.0	.6	0
25	96	40	41	33	13	59	46.5	3.7	.4	-1.0
26	96	46	53	46	34	66	54.3	3.0	-1.6	-2.4
27	91	38	37	61	62	56	61.2	4.3	-1.8	-1.8
28	88	27	15	33	13	41	43.2	4.3	1.0	0
29	88	25	11	35	16	38	55.8	3.9	.4	-1.7
30	84	25	11	28	6	38	50.0	2.8	0	-2.2
31	75	21	5	35	16	33	39.1	3.9	.4	0
32	74	24	10	35	16	37	38.6	3.4	-.1	-.5
33	71	22	6	35	16	34	37.4	2.8	-.7	-.9
34	69	27	15	35	16	41	36.6	6.3	2.8	2.6
35	69	25	11	35	16	38	36.6	3.4	-.1	-.3
36	63	24	10	22	1	37	26.3	3.2	1.0	.6
MEANS:		40.68		47.50			57.32	59.47	1.2	2

when traditional instructional methods were used. Two grades must be considered for comparison because ITBS were given mid-year, in January, and progress was determined from the preceding January. This growth difference is indicated in Table II, page 94.

The actual growth in the usage area was also compared to the over-all growth in the language skills area. The section on reference from ITBS results was included because this is a basic part of language arts instruction in the departmentalized system with which this study was involved. It was found that the average gain for the class in usage was 1.2, or one year and two months; and the over-all gain for the class in language skills areas was one year, one month. Those individual students making the greatest growth had I.Q. scores of 109 to 116. Regressions were made by those children with I.Q. scores of 96, 88, and 69. The regression by the child with I.Q. score 120 was discussed previously as an emotional involvement. The comparison of usage scores and the composite score of all other language skills scores is on page 95, Table III. The composite scores show little regression regardless of I.Q. score.

These score comparisons and an analysis of traditional and individualized instructional methods and materials have led to the conclusions and recommendations as discussed in the following chapter.

TABLE II

94

IOWA TESTS OF BASIC SKILLS USAGE SCORES AND
GROWTH COMPARISONS

STUDENT	ITBS USAGE SCORES-GR. 4	ITBS USAGE SCORES-GR. 5	ITBS USAGE SCORES-GR. 6	GROWTH GE GRADES 4-5	GROWTH GE GRADES 5-6	STUDENT	ITBS USAGE SCORES-GR. 4	ITBS USAGE SCORES-GR. 5	ITBS USAGE SCORES-GR. 6	GROWTH GE GRADES 4-5	GROWTH GE GRADES 5-6
1	56	61	75	.5	1.4	19	34	41	63	.7	2.2
2	68	64	46	- .4	-1.8	20	47	44	67	- .3	2.3
3	62	61	79	- .1	1.8	21	45	57	67	1.2	1.0
4	62	64	67	.2	- .7	22	42	24	51	-1.8	2.7
5	45	64	79	1.9	1.5	23	47	44	51	- .3	.7
6	62	51	79	-1.1	2.8	24	62	54	60	.8	.6
7	42	64	87	2.2	2.3	25	40	33	37	.7	.4
8	70	64	95	- .6	3.1	26	46	46	30	0	-1.6
9	27	48	67	2.1	1.9	27	38	61	43	2.3	-1.8
10		64	98		3.4	28	27	33	43	.6	1.0
11	33	44	67	1.1	2.3	29	25	35	39	1.0	.4
12	40	41	57	.1	1.6	30	25	28	28	.3	0
13	33	37	51	.4	1.4	31	21	35	39	1.6	.4
14	25	37	57	1.2	2.0	32	24	35	34	1.1	- .1
15	62	71	83	.9	1.2	33	22	35	28	1.3	- .7
16	47	67	83	2.0	1.6	34	27	35	63	.8	2.8
17	40	54	87	1.4	3.3	35	25	35	34	1.1	- .1
18	28	57	75	2.9	1.8	36	24	22	32	- .2	1.0

40.68 47.50 59.47 .7 1.2

TABLE III

95

COMPARISONS OF USAGE SCORES AND
ALL OTHER LANGUAGE SKILLS SCORES

STUDENT	SIXTH GRADE GAIN OR LOSS OVER FIFTH GRADE SCORES IN USAGE	SIXTH GRADE GAIN OR LOSS IN ALL OTHER LANGUAGE SKILL AREAS OVER FIFTH GRADE SCORES (COMPOSITE SCORES)
1	1.4	1.6
2	-1.8	.6
3	1.8	1.6
4	.3	1.4
5	1.5	2.9
6	2.8	1.3
7	2.3	.9
8	3.1	1.8
9	1.9	.7
10	3.4	1.6
11	2.3	1.5
12	1.6	.9
13	1.4	1.6
14	2.0	1.1
15	1.2	1.4
16	1.6	2.3
17	3.3	.9
18	1.8	1.6
19	2.2	1.9
20	2.3	1.0
21	1.0	.4
22	2.7	1.6
23	.7	1.8
24	.6	1.1
25	.4	-.7
26	-1.6	.5
27	-1.8	0
28	1.0	1.0
29	.4	.8
30	0	.3
31	.4	1.0
32	-.1	.4
33	-.7	.4
34	2.8	2.2
35	-.1	.3
36	1.0	.8
AVERAGE CLASS GAIN	1.2	1.1

CHAPTER IV

SUMMARY AND CONCLUSIONS

I. SUMMARY

The purpose of this study was to develop and evaluate a curriculum guide for word usage that will meet the needs of ten and eleven year old children and to use this guide to compare the effectiveness of traditional instruction and individualized instruction.

Many variants of traditional instruction could be listed. For the purpose of this study, a general overview of the method is presented. Vera Cook Osborne insisted that "There is no greater crime committed in classrooms than to give books written for the fourth grade level to a child who can read only at the second grade level and then to fail him because he cannot read the fourth grade books."¹ Each child needs to attain some success in what he is doing. Since each child has unique learning capabilities, one textbook in any given area may not suffice for a room of twenty-five unique individuals. The most common earmark of the traditional instructional method is the lecture. Some teachers work under the misapprehension that, if they have eye-to-eye contact with a child, they have his full and undivided attention.

¹Vera Cook Osborne, "Reading Do's and Don'ts," Today's Education, (March, 1970).

Although this may be true in some instances, many times several children may be far off the lecture topic into a world of their own. Usually the lecture method is accompanied by a question and answer period. During this period the students "parrot" answers to the teacher's questions, only to forget them in a short period of time. Evaluation is usually in the form of mimeographed teacher-made tests. All children receive the same test which contains the same concepts. Very little concern is given for individual differences in learning ability. Supplementary materials are usually geared to the average students' capabilities.

It was the intention of the investigator to prepare a guide for word usage that would take advantage of each child's unique capabilities and allow even the slow learner a degree of success in his learning experiences. The guide suggested the use of the Nelson Reading Test¹ to determine the vocabulary and comprehension level of each student. An outline of the content of the program served as a basis for assignment sheets prepared for various levels of vocabulary and comprehension. Each child worked at his own speed on an assignment sheet which included tasks utilizing texts, filmstrips, tapes, records and verbal communications.

The guide was based on the requirements of the Iowa State Department of Public Instruction and was evaluated by

¹Nelson, op. cit.

the National Council of Teachers of English Curriculum Guide Review Committee. Revisions and additions to the guide will be made as suggested by the committee.

Comparisons were made on scores received on the Iowa Tests of Basic Skills in fifth grade with those received in sixth grade after equal periods of instruction. The comparisons showed that the group studied made an actual growth of approximately one year and two months in the usage area under individualized instruction. The same group had made only seven months growth in fifth grade when compared with their fourth grade scores in the usage area after traditional instructional methods were used. The group also made over two months more growth in sixth grade than that determined as "expected" by Dr. Hieronymus' computations.

II. CONCLUSIONS

This study shows that growth during individualized study using a guide prepared for individualized instruction averaged five months more than that during the previous one year period of traditional instruction. Limitations to the study as discussed in Chapter IV must be considered.

The success of the year's involvement in the individualized program has been evident in more than students' growth scores. Teachers have observed that study habits have greatly improved because most of the children have accepted a

responsibility for their own learning. The more adept student was not held back by the slower progress of a peer and the slower student was observed to be less frustrated because he was not confronted with materials beyond his capabilities.

III. RECOMMENDATIONS

Revision of the word usage guide should be made in regard to its philosophy. The attitude of the philosophy is evident throughout the guide, according to the National Council of Teachers of English, but it is not clearly stated. Teacher objectives need to be more definitely separated from the objectives of the students.

It is recommended that the materials and methodology of the individualized language arts skills program be used statewide. This would more readily give students an opportunity to proceed on their own level of capabilities as they transfer from one school to another.

More reliable conclusions would possibly result if this study were made after a period of five years. This span would provide more composite scores and offer a better means of comparison.

This study has presented a need to question the cause of regression by the slow learner with an I.Q. score of 96 or less. His capabilities as well as attitudes and motivation or

lack of it might be studied. The various types of materials used might also be considered in regard to regressions.

The principal and cooperating teachers commented that discipline in the classroom was not a problem because each student was intent on accomplishing his own set of tasks, yet there was much opportunity for pupil interaction. Students seemed to move freely from one media source to another or worked from a text if they so desired.

The most significant attribute of the individualized program was the fact that each child was taken from the point of learning he had attained upon beginning the program and succeeding learning experiences were based on what he already knew. His particular weaknesses were ascertained and stress put on this area without reteaching concepts he already knew.

The individualized program does not seem to be the whole answer for the slow learner as indicated by regressions of those children with I.Q. scores of 96 or less. These regressions were noted only in the usage area, however, since Table III, page 95, indicates an average over-all language area growth for these students. Some slow learners are unable to handle the responsibility for progressing on their own with their work. They need much one-to-one assistance involving a teacher or teacher-helper.

The recording of scores and progress on assignments and the checking and correcting of daily work and tests presented a great amount of bookkeeping for the teacher. However, the satisfaction of knowing one has tried to meet the needs of each child was worth the time and effort involved to the investigator.

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BIBLIOGRAPHY

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APPENDIX A

APPENDIX A

RESULTS OF THE NELSON READING TEST
Grade 5 - Form A - August 27, 1968

School _____			City or District _____									
Name of Student	Age		Sex	Vocabulary Test			Paragraph Test			Total		
	Yrs.	Mos.		Raw Score	%-ile Rank	Grade Equiv.	Raw Score	%-ile Rank	Grade Equiv.	Raw Score	%-ile Rank	Grade Equiv.
1	10	10	M	54	91	8.0	51	94	9.9	105	98	9.0
2	10	6	M	55	92	8.1	50	93	9.7	105	94	9.0
3	10	8	F	60	96	9.0	40	80	7.8	100	90	8.6
4	10	8	M	50	85	8.3	49	92	9.5	99	90	8.5
5	10	1	F	49	84	7.1	43	85	8.5	92	85	7.5
6	10	3	F	53	90	7.8	39	78	7.5	92	85	7.5
7	10	9	F	53	90	7.8	38	75	7.2	91	84	7.4
8	10	8	M	49	84	7.1	41	82	8.0	90	83	7.3
9	10	2	M	45	76	6.7	41	82	8.0	86	79	6.9
10	10	3	F	47	80	6.9	37	72	6.8	84	77	6.7
11	10	2	F	46	78	6.8	38	75	7.2	84	77	6.7
12	10	8	M	42	70	6.3	38	75	7.2	80	72	6.4
13	10	3	F	41	68	6.3	39	78	7.5	80	72	6.4
14	10	8	M	42	70	6.3	35	68	6.3	77	68	6.2
15	10	2	F	41	68	6.3	36	70	6.5	77	68	6.2
16	10	3	M	42	70	6.3	33	62	6.0	75	65	6.1
17	10	3	M	35	54	5.7	34	65	6.1	69	58	5.8
18	10	1	M	42	70	6.3	26	41	5.0	68	57	5.7
19	10	8	M	38	60	6.0	29	50	5.5	67	56	5.7
20	10	8	M	38	60	6.0	30	54	5.6	68	57	5.7
21	10	7	M	37	58	5.9	29	50	5.5	66	54	5.6
22	10	10	F	41	68	6.3	24	35	4.7	65	53	5.6
23	10	0	M	41	68	6.3	23	31	4.5	64	51	5.5
24	10	4	M	37	58	5.9	27	43	5.2	64	51	5.5
25	10	9	F	35	54	5.7	26	41	5.0	61	47	5.4
26	10	9	F	28	35	4.9	32	59	5.8	60	45	5.3
27	10	3	M	36	56	5.8	24	35	4.7	60	45	5.3
28	10	4	F	32	47	5.4	27	43	5.2	59	44	5.2

APPENDIX A

RESULTS OF THE NELSON READING TEST Grade 5 - Form A - August 27, 1968

School _____			City or District _____									
Name of Student	Age		Sex M - F	Vocabulary Test			Paragraph Test			Total		
	Yrs.	Mos		Raw Score	%-ile Rank	Grade Equiv.	Raw Score	%-ile Rank	Grade Equiv.	Raw Score	%-ile Rank	Grade Equiv.
29	10	10	M	38	60	6.0	21	24	4.1	59	44	5.2
30	10	7	F	37	58	5.9	19	18	3.8	56	39	5.0
31	12	5	M	29	38	5.0	27	43	5.2	56	39	5.0
32	10	4	M	32	47	5.4	23	31	4.5	55	37	5.0
33	10	4	M	31	44	5.3	24	35	4.7	55	37	5.0
34	11	5	M	28	35	4.9	24	35	4.7	52	33	4.8
35	11	1	M	25	26	4.5	28	46	5.4	53	35	4.8
36	11	5	M	24	24	4.4	20	21	4.0	44	21	4.2
37	11	2	M	21	16	4.0	17	14	3.5	38	13	3.8
38	11	3	M	20	13	3.9	13	6	2.8	33	7	3.4

APPENDIX B

APPENDIX B

NATIONAL COUNCIL OF TEACHERS OF ENGLISH
CURRICULUM GUIDE EVALUATION

Committee on Curriculum Bulletins

TITLE: A Guide for Individualized Instruction of Ten and
Eleven Year Olds in Language Arts

School District or

Agency and Address: Dexfield Community School, Dexter Build-
ing, Dexter, Iowa 50070

Grade Level(s): 5 and 6 grades

Subject Area(s) Language Arts

Publication Date:

January 5, 1970

Number of Pages:

27

Purpose: Individualizing Study
of Language Arts

Date Reviewed:

March, 1970

Recommended for Display at the
NCTE National Convention:

YES:

(NO:)

The evaluator may use the words: Superior, Very Good, Good, Fair, Inadequate, Missing or leave the sentence without any comment. The evaluator may, however, feel that he wishes to write a comment.

PHILOSOPHY: What We Subscribe To.

1. This guide has a coherent and useful statement of philosophy.

I find no statement of philosophy. I think I know what it is - but it is not stated as I understand a philosophy.

2. This guide's content follows logically and consistently from its statement of philosophy.

If it were stated, there is type of logic to what is presented.

3. This guide reflects the interaction and cooperation of teachers, administrators, students, and community in the dialog called curriculum building.

No, it seems to be the work of one person.

4. This guide supports the view that curriculum building is an ongoing process, not a specific project with a definite end result which is usually the guide itself.

Yes, I believe so because it is still in progress.

5. This guide indicates that a natural, organic integration of language arts experience is preferred to fragmentation of "subjects" and "skills."

When it is finished - it seems to have this projection.

6. This guide confronts the teachers with the fact that language is not a subject but a communicative process central to all human life and learning--that the isolation of "English" from other "Subjects" is unnatural and unhealthy.

Very good.

7. This guide articulates the view that the development toward the self, toward social literacy, and toward living both humanly and responsibly is best accomplished through the participation of students in relevant inquiries.

Very good.

8. This guide encourages the individual student to plan, to execute, and to evaluate his own learning experiences.

Not students planning the work sheets are done for them.

9. This guide is so designed that processes of language development and concept development take precedence over arbitrary grade level expectancies or requirements.

Very good.

10. This guide clearly indicates that successful experiences in language are essential for all students of all abilities and aspirations.

Good.

OBJECTIVES: What We Want.

1. This guide sets clear objectives.

To a degree.

2. In this guide the objectives flow directly from the philosophy.

I'm not sure.

3. In this guide, teacher objectives are clearly separated from student objectives.

Very poor - doesn't exist.

4. Evaluation of performance as suggested in this guide is directly related to the objectives of the program.

Good.

5. In this guide, goals and appropriate ways of evaluation are suggested for all "levels" of cognitive behavior.

I believe the author was attempting to do this - the work sheets are for differing levels.

6. This guide encourages teachers to identify, accept and clarify all variety of affective response--to recognize that there is no "wrong" response to experience.

This I'm not sure of.

7. This guide recognizes that cognitive and affective objectives are inseparable in actual experience.

Yes - very good.

ORGANIZATION: How We Channel the Flow of Energy.

1. This guide clearly indicates a logical sequence of student performance in language skills.

Can't evaluate because this is only one small unit concept.

2. This guide regards basic texts or anthologies, if used, as resources rather than as courses of study.

Yes - very good.

3. This guide provides useful background material for the teacher.

No - missing altogether.

4. This guide suggests as resources a large variety of specific materials and school services, e.g., library, A-V, guidance department.

Yes - very good.

5. This guide directs the teacher to readily available resources in the school and community--students, parents, agencies and general physical and social environment.

Yes - maybe not community but certainly a resource center's material.

6. This guide suggests a wide range of materials and activities for students of differing abilities.

Yes (only a sample sheet for each level is given).

7. This guide suggests a variety of classroom organizations (such as ungradedness, independent study, team teaching) in order to accommodate various kinds of learning activities.

No - missing.

8. This guide supplies specific procedures which will enable teachers to help their students to become increasingly independent.

Yes.

9. This guide specifies ways of unifying many or all aspects of the language arts.

Can't tell not enough finished.

10. Classroom organization as described in the guide reflects the principle that the student himself is the primary generator of learning activity.

No - this material is still primary teacher generated.

CONTENT: The Things Students Learn About.

This guide gives the students the opportunity to learn:

1. The effects of language on human behavior.

Yes - good.

2. Ways in which language can be used to manipulate human thoughts.

There is an attempt.

3. How Language can create a speaking voice.

Yes.

DESIGN:

1. The guide is easy to read; the language is clear and effective.

It is hard to tell - such a small amount is given.

2. This guide makes clear how particular lessons and/or procedures are related to the total program.

Yes.

3. This guide contains suggestions explicitly designed for aiding inexperienced teachers and teachers new to the system.

I'm not sure.

4. This guide shows originality of form and style and will therefore stimulate enthusiasm.

This is an attempt to program materials to meet the needs of certain groups.

5. This guide's format makes revision convenient.

Yes.

APPENDIX C

TABLE IV

DR. A. N. HIERONYMUS' COMPUTATIONS OF "EXPECTED" GROWTH
FOR WORD USAGE AREA ON IOWA TESTS
OF BASIC SKILLS

Stu- dent	Adjusted I.Q.	Expected Gain	GE- Grade 5	Grade 6 Expected GE	Grade 5 Est'd True GE	Grade 6 Expected GE	Grade 6 Expected GE
1	117	11	64	75	62.5	74	73.7
2	118	11	62	78	65.0	76	75.9
3	116	10	51	61	51.7	62	65.5
4	118	11	78	89	74.1	85	82.5
5	118	11	61	72	60.0	71	73.3
6	125	11	61	72	60.0	71	75.2
7	117	11	64	75	62.5	74	73.7
8	109	10	64	74	62.5	73	70.4
9	104	9	67	76	65.0	74	70.1
10	104	9	71	80	68.3	77	72.5
11	112	10	64	74	62.5	73	71.6
12	109	10	37	47	40.1	50	54.2
13	104	9	41	50	43.1	52	54.5
14	103	9	44	53	45.9	54	55.9
15	108	10	37	47	40.1	50	53.8
16	109	10	41	51	43.4	53	56.6
17	115	10	64	74	62.5	73	72.9
18	103	9	57	66	56.7	66	63.7
19	120	11	64	75	62.5	74	74.9
20	100	9	44	53	45.9	55	54.7
21	104	9	54	63	54.2	63	62.3
22	103	9	24	33	29.3	38	43.9
23	112	10	48	58	49.2	59	62.0
24	99	9	54	63	54.2	63	60.3
25	109	10	44	54	45.9	56	58.4
26	69	5	35	40	38.4	43	36.6
27	88	8	33	41	36.7	45	43.2
28	104	9	57	66	56.7	66	64.1
29	96	9	33	42	36.7	46	46.5
30	91	8	61	69	60.0	68	61.2

TABLE IV (continued)

Stu- dent	Adjusted I.Q.	Expected Gain	GE- Grade 5	Grade 6 Expected GE	Grade 5 Est'd True GE	Grade 6 Expected GE	Grade 6 Expected GE
31	63	5	22	27	27.6	33	26.3
32	96	9	46	55	47.5	57	54.3
33	88	8	35	43	38.4	46	55.8
34	84	7	28	35	32.6	40	50.0
35	74	6	35	41	38.4	44	38.6
36	75	6	35	41	38.4	44	39.1
37	71	6	35	41	38.4	44	37.4
38	69	5	35	40	38.4	43	36.6
Means:		48.82			58.82		58.48